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THE NATIONAL MAGAZINE FOR ALL THE DEAF



BALLET FOR DEAF CHILDREN

Bottom: The Joffrey Ballet School's program, "Ballet for Deaf Children," is a unique opportunity for young deaf students to join the dance community. Left: Brooke's delight in ballet class is shared by Anne, her "hearing buddy."



The Editor's Page

Closed Captioning Update

As we go to press, the wire services had an announcement by HEW Secretary Joseph Califano regarding closed captioning. One of the stories:

The Federal government and three major television networks will cooperate to make captioned programming widely available by early 1980 to the estimated 14 million hearing-impaired Americans, it was announced Friday. (March 23).

In announcing the technological breakthrough, HEW Secretary Joseph Califano said: "I can announce today that we have completed long and complicated preparations which, by early 1980, should make it possible for the nation's deaf and hearing impaired people to enjoy television."

Sears Roebuck plans to market the decoder, or "black box," that enables deaf viewers to see the captions, and will also manufacture television sets already equipped with the decoder.

Officials said the price for the decoder alone is about \$250. A set with the built-in decoder would cost about \$100 more than a regular set.

At a news conference, Califano explained that the project will involve NBC, ABC and the Public Broadcasting Service in telecasting captions on one horizontal line of the TV picture screen.

CBS chose not to participate at this time.

The Department of Health, Education and Welfare is putting up about \$2.5 million to get the program off the ground in fiscal 1979. After that, the system is supposed to function on a non-profit basis.

The networks will provide up to five hours of captioned programming a week.

ABC President Fred Pierce said his network, for example, will provide comedies, dramas and children's shows.

Editors at the National Captioning Institute will use a console developed by PBS to recast dialogue into captions.

The networks will purchase the captioned shows at about a \$2,000-an-hour rate, and broadcast them for viewers with the decoders.

Television viewers without the special equipment will see nothing new.

The actual broadcasts won't start until next year and will not include live programming.

But a spokesman at the U.S. Office of Education said live captioning is being researched right now.

School of Education and Human Services Recommended For Gallaudet College

At its fall 1978 meeting, the Gallaudet College Board of Fellows recommended that a School of Education and Human Services be established. Then, at its January 18, 1979, meeting Gallaudet's Board of Directors accepted the recommendation and charged the College administration to so act.

This is encouraging news and we hope that early implementation will assure that the flow of deaf teachers of the deaf will be increased.

Ask for Reissue of "Jonah"

The CBS movie presentation of "And Your Name Is Jonah" on January 28, 1979, was a realistic portrayal of the frustrations parents face in coping with deafness in their child. The casting was magnificent, especially Jeffrey Bravin in the role of Jonah. The technical direction was excellent.

Interested in a reissue? If so, write CBS, Inc., 51 West 52nd Street, New York, N.Y. 10019.

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Experimental Program in New York City . . .

BALLET FOR DEAF CHILDREN

By MYRA DONIGER with JUDITH EVANS



Every class begins with plié.

"Friday is the best day of the week because on Friday I go to ballet class," says Debbie, a pert eight-year-old deaf child from St. Francis de Sales School for the Deaf.

Debbie's enthusiasm for her ballet class is not unusual. Maribel, her ballet-school friend from the New York School for the Deaf, is equally excited. During regular school hours, Maribel can be seen practicing her steps, and school personnel have noted extraordinary changes in behavior since she started ballet. "Maribel now pays remarkable attention to her grooming and posture. She brings a dancing doll into school too show the other children what she is learning. Ballet has made a difference in her life," says Mrs. Hannah Manshel, lower-school supervisor at Maribel's school.

Debbie and Maribel are two of 12 deaf children who are enjoying a unique opportunity. At the Joffrey Ballet School in New York City, they are participating in an experimental program called "Ballet for Deaf Children."

This privately-funded project grew out of a recognition of the need for greater access to cultural experiences for the deaf. There are approximately half a million prevocationally deaf people in this country. Yet, no professional ballet school in the United States has offered a program of classical ballet technique in a manner specifically designed to reach deaf children.

When the idea for such a program was suggested to Mrs. Edith D'Addario, director and administrator of the Joffrey Ballet School, she was thrilled. "I knew it was something I had to do," she says.

Mrs. D'Addario immediately contacted Mrs. Judith Evans, a certified teacher of the deaf and a parent of a Joffrey Ballet School student.

Mrs. Evans' knowledge of ballet and experience in teaching the deaf uniquely

qualified her to design the program. "My aim," says Mrs. Evans, "was to provide for the deaf an educational opportunity in dance equal to that available to hearing children."

To develop the program, Mrs. Evans and Mrs. D'Addario worked closely with Miss Meredith Baylis, a member of the Joffrey faculty and a former leading ballerina with the Ballet Russe de Monte Carlo.

Miss Baylis' attitude toward the project mirrors that of her colleagues. "I believe that every little girl has the right to study ballet," she says with characteristic forcefulness. "To prepare myself to teach this class of all deaf children, I became involved in all aspects of planning the program," she adds.

Mrs. Evans, Mrs. D'Addario and Miss Baylis worked through the spring and summer of 1978 to be ready for a fall registration. Thirty-six weekly sessions, each lasting an hour and a half, were carefully planned.

Twelve children were selected from the New York School for the Deaf, the St. Francis de Sales School for the Deaf and the Lexington School for the Deaf. The children were aged eight to eleven and were free of motor or perceptual disabilities. All children had at least five years in a structured school for the deaf and had demonstrated an ability to master new vocabulary and number concepts. Most of the children had some background in eurhythmics.

The staff of the program was augmented to include a total communication interpreter and a piano accompanist. Both came to the project with outstanding qualifications. Marianne Gluszak, the interpreter, is an assistant co-ordinator and staff interpreter at the New York Society for the Deaf and the official Sign teacher and interpreter at the New York School for the Deaf. David Appel, the accompanist, has been on staff at the Joffrey School for almost four years and has also accompanied classes at other professional ballet schools.

In addition to the professionals, two Joffrey ballet students, Lauren Evans and Anne Santarelli, were assigned to assist Miss Baylis as demonstrators and "hearing buddies" for the children. Both girls had studied ballet for eight years, had previous experience with deaf children and had performed in the Joffrey Ballet School's demonstration company.



The children do stretching exercises with the help of Anne and Laurene while Miss Baylis leads the class.



Miss Baylis demonstrates passe-releve after identifying the word on the blackboard.

Before the opening session in October, the children were sent a personnel identification kit with a photo of each member of the staff and a description of the member's function in the program.

The kit was designed not only to give the children a sense of familiarity with the staff, but also to help overcome the initial strangeness of the ballet-studio environment.

In addition, the children were sent a picture-vocabulary kit to introduce and reinforce the ballet language to be used during class. The vocabulary was categorized by function. Sixty-three words were divided into sections under the headings "body parts, number words, directional words, adjectives and verbs."

Specific ballet expressions, such as "positions, plie, tendu, degage, ronde de

jambe, frappe, grand battement, arabesque, passe, releve, echappe, changements, pas de bourre, pas de chat, bal lone, pas de basque" were illustrated by stick-figure drawings. Each expression was phonetically translated for speech, defined and descriptively explained.

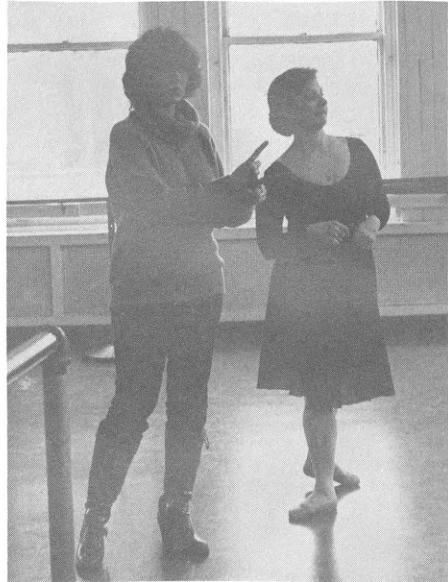
For clarification, the entire kit (vocabulary and expressions) was introduced in school by a teacher and sent home for reinforcement by the parents.

On the day of the opening session, the children arrived early to observe an advanced ballet class to help them understand the routine of their own class. Mrs. Evans explained the weekly procedure. Each child was to greet Mrs. D'Addario, pick up the clothing supplied by the Joffrey, change quickly. In the dressing room the demonstrators showed them how to dress and fix their hair properly for class. The children were ready to enter class, greet Miss Baylis and line up at the barre.

"One of the major continuing problems we faced," says Mrs. Evans, "was establishing the discipline and decorum in the routine. This, of course, was critical for successful participation. Overcoming shyness in the dressing room, eliminating the pushing and fooling around in the studio required patience and persistence."

To reinforce the children's understanding of arrival routine and studio behavior, rules were written on the blackboard and interpreted by Marianne. A letter outlining the procedure was then sent to parents and school supervisors for emphasis. Mrs. D'Addario explains the need to emphasize proper behavior. "Ballet is a very disciplined art. Inculcating in the children an attitude of respect for themselves and the art was essential."

Much credit for overcoming the discipline problem goes to Miss Baylis. She researched the methods by which deaf



Marianne interprets instructions and explanations for Miss Baylis.

children learn. She studied how they function and came to understand their need to use physical contact to get attention. "I learned to channel their physicality into productive routine," she explains. "Just being aware of how to use body language, of how to speak full-face was helpful. I myself lost hearing in one ear, so I was sensitive to the needs of the children," she adds. "Beyond this, the discipline problems were no greater than in hearing classes. I still have to tell my hearing students to stop talking, to listen and pay attention."

Does this sensitivity mean Miss Baylis demands or expects less of her deaf class? "Absolutely not," she says emphatically. "I expect the same achievement and performance of all my students, and they know it. I have too much respect for these children to treat them differently or to make excuses for them."

A typical conversation during the January 19 session underscores the point. One child, struggling to execute the arabesque, blurted out, "Deaf people can't do this."

"Why not?" asked Miss Baylis. "Because deaf people don't have a sense of balance," the child answered in frustration.

"Nonsense," replied Miss Baylis. "I was deaf for a while and I could do it. My hearing children have trouble with the arabesque. You can learn to balance. Just look down your nose at your finger and lift your leg!"

The child performed the arabesque and held the position for the required time. The expression of pride on her face during the rest of class was unmistakable.

After six weeks, the children no longer had difficulty with the arrival routine or studio decorum. They climbed the three flights to the Joffrey studios, routinely made their way through the crush and hubbub of the other dancers and students and picked up their cloth-



The children cluster around the piano while Mr. Appel accents rhythmic patterns in preparation for center work.

ing in Mrs. D'Addario's office. They changed quickly and were ready and eager to work in the studio.

The children began actual instruction by learning to perceive rhythms. Mr. Appel defined the beats clearly on the piano and his music was amplified quadraphonically. The children put their hands on the piano to feel the rhythmic patterns. In addition, a metronome with a flashing light was used to give visual reinforcement to perception of the beat. "Within a few weeks, the children had developed rhythmic memory and could recognize vibration patterns without help, and they knew what steps to execute in time to those patterns," says Miss Baylis.

Work at the barre was facilitated by putting all the children at one barre with the demonstrators in the center of the studio. Lining up in this fashion created less visual confusion. Each child could see both Miss Baylis and Marianne and at least one demonstrator



The children are introduced to the use of the mirror as a corrective device during a plie-releve combination.



Having understood the count of three, the children follow Lauren in doing pas de bourre.

by looking ahead.

Moreover, in the beginning, the children's feet were color-coded to designate the working foot. They grasped the steps quickly and began to anticipate the sequence of barre exercises.

Throughout the initial stages of barre and center work, the primary problem was teaching the children where to look for instruction, where to focus their attention. Sequence of instruction was gone over repeatedly: "First, watch Miss Baylis as she writes the name of a new step on the board! Then, watch Marianne as she explains the step! Then, watch the demonstrators as they execute the step!"

Miss Baylis explains that the children's difficulty in grasping the sequence was related to their lack of experience in using an interpreter. "I have learned a few signs and use a great deal of facial expression, but the children have to look to Marianne for explanation of my instructions," she says.

Marianne describes her role as Miss Baylis' alter ego. "Straight interpreting would only delay the class. Here, instead of just relaying directions, I help out. I move alongside Miss Baylis. Although the children now know that it is their teacher speaking and not me, they know to look to me for help when a new step is presented or technical corrections are being made," she beams.

"To make explanations more effective, we try to eliminate abstract language," adds Mrs. Evans. "Often Miss Baylis will put a child's arm around her waist to show how the body movement feels. Our attitude toward methods of explanation is to try them all and take what works in a particular situation," she says.

By mid-January the class was functioning smoothly. The children learned new steps and combinations easily. They were eager to show Miss Baylis that they knew what was expected of them. Stretching exercises were undertaken

almost competitively. "It was clear to all of us," says Mrs. Evans, "that the group wanted to please their teacher and took great delight in her praise. They have come to understand the value of the demonstrators to them. Their eyes are riveted on Lauren and Anne during combinations. Moreover, they are responding to technical corrections and are beginning to display an understanding of a standard of excellence, that there are ways to do it better," she says.

Certain steps such as turns, leaps and jumps are especially fun for the children. They often ask Miss Baylis to repeat these steps. There is much smiling and affectionate joking with the teacher.

The highlight of each class comes at the conclusion of the session. Each child walks to the end of the studio, curtseys and signs "Thank you" to Miss Baylis. She has explained to them that this is the way a dancer says "Thank you." The visual exchange of love be-



"Hearing buddies" are used effectively when a step is not clearly understood.



Mrs. Evans discusses with some of the children ballet vocabulary from the language kit.

tween teacher and students at this moment is indeed moving. Even Marianne admits, "It's become so much fun that I often want to join in and participate."

To aid the staff in evaluating the program, videotapes have been made of two entire class periods. The children were also shown the tapes as tangible evidence of their improvement. "There was such delight on their faces as they watched," says Mariane. "It was thrilling."

The children also performed in two demonstration classes—one for parents and family, the other for school teachers and supervisors. The response to both was overwhelming. "I think it's absolutely fabulous," says Mrs. Manshel. "We really have a story to tell here—not only to the deaf community, but to Mr. and Mrs. General Public in order to overturn the misconceptions of what deaf children can achieve."

In keeping with the staff's attitude that "Ballet for Deaf Children" is a cultural enrichment program, Mrs. D'Addario provided complimentary tickets to several Joffrey Ballet performances so that the children could see the end-product of work and dedication. Moreover, she arranged performances in the

children's schools. Sincerely moved by the responses of her deaf audiences, she remarked, "I guess there's nothing more worthwhile than giving."

It is important to note that learning to perform ballet and to appreciate the art of dance are not the only by-products of the project. Participation in the program has had significant effect on the children's social behavior and communication skills.

Miss Baylis indicates that the initial problem of discipline was due in large measure to the formation of cliques according to school groupings. "I separated the children at the barre and lined them up by height. Now it is no longer necessary because the girls have learned to work together. They are a cohesive group and their social interaction is positive," she says.

Has Miss Baylis also detected changes in the children's feelings about themselves? "Oh, definitely," she says. "At first I heard a lot of 'I can't do it.' Now they try until they succeed. They're proud of themselves and they have a right to be."

Several parents note an improvement in their children's oral communication ability and attribute the improvement,

in part, to participation in the program. Mathilde is an 11-year-old from the Lexington School for the Deaf, and her mother describes the relationship of dance to verbalization. "Grasping speech patterns is a question of rhythm. Learning to use one's whole body rhythmically enhances verbal ability. I have seen definite improvement in Mathilde's speech since she entered this program," she says.

Mrs. Manshel too has noted improvement in the speech of her students since they began "Ballet for Deaf Children." She proudly points to Kellie, a nine-year-old who wanted to learn the song, "California, Here I Come," during regular school hours. "She grasped the words and rhythm more quickly than we thought possible," Mrs. Manshel says enthusiastically.

How does the staff evaluate the program?

Mrs. D'Addario and Miss Baylis are



Anne shows Stacey how to fix her hair for class.

gratified with the results. "This was our pilot year. We have achieved more with the children than we expected," they both say.

Marianne's enthusiasm lights up her face. "There are not enough programs in the arts for deaf children in their formative years. It's a joy to see these children develop a sense of internal timing, a sense of discipline and a sense of success," she says.

Mrs. Evans reiterates, "We have evidence that deaf children can develop motor skills, rhythmic ability, grace and an appreciation of dance equal to those of their hearing peers."

The future of the program is as exciting as its beginnings. "We hope," says Mrs. D'Addario, "to integrate these children into regular hearing classes. We have had deaf adults in our classes and they've had a positive experience. Those adults came to us with developed ballet skills. So, if we give these chil-

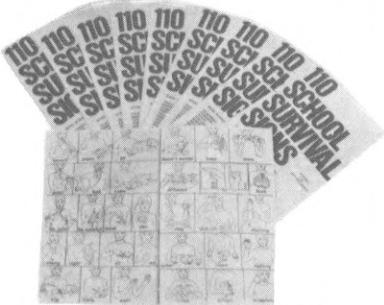


Debbie signs thank you to Mrs. D'Addario after receiving her clothing.

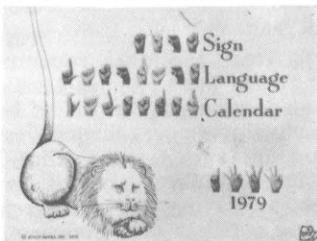


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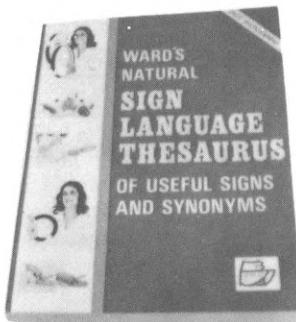
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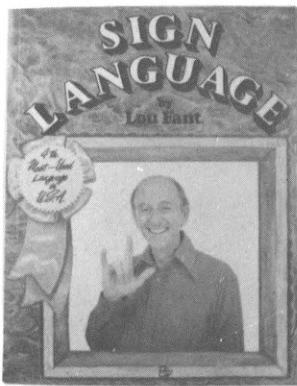
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dren the technical training, I honestly think it will work."

Some of the children themselves have expressed the hope of joining a hearing class. Miss Baylis supports the idea. "We must not isolate children who are different. We must not be afraid," she urges. "With patience, we can develop the skill that will lead to successful mainstreaming in ballet school."

Mrs. Evans outlines the future. "We envision a course of study similar to that required of our hearing students at the Joffrey School. The children will remain together for four years to get as much basic technique as possible through the special methods we've developed. If we can continue to fund the program for that length of time, I see no reason why the children cannot be integrated into our hearing classes," she says.

Mrs. Evans adds that hopefully "Ballet for Deaf Children" will not serve merely as an experiment, but as a prototype. "We've received much interest in our project from the dance and deaf communities. We want to see this kind of program implemented at other ballet centers in areas where the deaf are located in sizeable numbers. To that end, I am designing a syllabus that can be used elsewhere," she says.

As for the future of such children entering dance as a profession, Mrs. Evans is hopeful. "I don't know if they will be professional dancers with hearing ballet companies. But there is a growing awareness of the need to broaden opportunities for the deaf in the arts. New companies of deaf dancers are being formed. Our and others like it could certainly become feeder programs for those companies," she says.

Yacov Sharir, director, choreographer and inspiration of Spectrum Deaf Dance Company, the first professional deaf dance company in the United States, shares Mrs. Evans' vision. "This project can provide Spectrum or other companies like us with future dancers. There is no question that the deaf can achieve a level of professionalism in dance equal



POSTER BOY—Kevin Stittle, 4, of Annandale, Virginia, along with Emily Pesola, 3, of Tampa, Florida, have been named this year's Better Hearing and Speech Month (May) poster children.

to their hearing counterparts if they are just given an opportunity. The deaf can develop a special and unique relationship with music. They don't interreact, they coexist with music." Learning at an early stage to coexist, through a project such as "Ballet for Deaf Children" excites Sharir. "I see the whole thing as very positive for the children and for us," he says.

Mrs. Evans sums up the significance of "Ballet for Deaf Children." "We designed this program out of respect for the abilities of the deaf, for what they can achieve if given the tools and a chance. We are determined to provide an equal educational opportunity through which these children can grow culturally. We are committed to provide an outlet for their talents—wherever those talents may lead."



This is the way a dancer says "thank you."

The Metropolitan Museum Of Art Opens Its Doors To The Deaf Community

By TOM M. FEDERLIN, Coordinator
Communication Program, New York Society for the Deaf

The Metropolitan Museum of Art was founded in 1870 by a group of New York City's civic leaders and artists who felt the city needed a public gallery of art. In slightly over 100 years, the Metropolitan Museum has grown to be the greatest art museum in the Western Hemisphere and one of the half dozen greatest in the world.

The Museum was founded on the assumption that art was inseparable from education and that the Museum must and can play an active role in the community. With this in mind, the Museum developed a number of different programs geared toward the Museum's public, ranging from the child to the art historian, bringing quite different kinds of visual appreciation with them into the galleries, based upon both their preparation and particular perspective.

Realizing that limitations, such as a hearing loss, can produce a special kind of visual awareness, the Museum set out to help deaf persons take greater advantages of both the regular and special shows and exhibits.

It was understood that the visual experience itself assumes an intensified meaning for deaf people, since their hearing loss increases their dependency on and sensitivity to visual forms of expression, while it lessens or prevents their enjoyment of the many cultural activities involving sound.

Until now the Museum's rapidly expanding program of recorded walking tours, prepared by Museum curators to provide an added dimension in visual appreciation, had by their nature been inaccessible to those with a hearing loss.

Consequently, efforts were initiated to make these tours available to the deaf community. Since Museum personnel were unfamiliar with the deaf population, New York University Deafness Research and Training Center was contacted to obtain more information on how to solve this problem.

Museum staff explained to New York University personnel that the audio guides in question are designed to allow hearing individuals to walk through the Museum listening to pretaped explanations of the items on exhibit. This is accomplished by a shoulder strap that supports the tape recorder and by the use of an earphone.

It soon became clear that these tours could be easily adapted to small groups of deaf persons by securing the services of a sign language interpreter. By giving the audio guide to an interpreter, he or she could translate simultaneously while the tape was playing.

At the suggestion of Dr. Jerome

Schein of New York University, Tom Federlin, Coordinator of Interpreter Services for the New York Society for the Deaf, was contacted to discuss the feasibility of such a program and to arrange for the securing of sign language interpreters.

It was decided that a trial program would be set up during the summer of 1977 with tours given on Tuesday nights and either Saturday or Sunday mornings. A number of highly skilled interpreters were recruited, some of whom had previous experience in the field of art.

A list of existing tours of both permanent collections and special exhibitions was chosen to interest as wide an audience as possible. Tours of two especially popular temporary exhibitions which ran through the summer—"Degas at the Metropolitan" and "The Glory of Russian Costume"—were included. Each interpreter selected the tour which most interested her or him personally; written scripts of the tours were distributed so that the interpreters might become familiar in advance with the specialized art vocabulary. They also planned to take the actual recorded tours themselves beforehand, as often as necessary, to understand the nature of the exhibits and to anticipate any logistic problems involved in guiding a group as opposed to individual viewing.

Since there was no grant to fund the program, the problem arose as how to compensate the interpreters for their highly skilled services. All of the in-

terpreters generously agreed to volunteer for the summer. The cultural exposure provided an extra incentive; in fact, they expressed a desire to interpret as many different tours as possible in the future rather than to repeat the same tour. It should be noted that similar programs for the deaf in other museums where docents have been specially trained in sign language were only for the contents of a particular tour.

During the pilot program which ran through the summer of 1977, publicity was kept to a minimum. Attendance at the tours, however, began to grow through word of mouth; and, consequently, the program was set up as a permanent project in the fall.

Since that time, with the cooperation of the New York Society for the Deaf, the Museum has run two very successful programs and at this writing is in the middle of its third six-month cycle. In months past, tours have covered such diverse topics as Roman Art, Greek Vases, Monet, Degas, highlights of the Museum, Rembrandt and Vernier.

Feedback from the deaf community has been very positive. Suggestions have included: trying to reach deaf teenagers, conducting more diverse tours and setting up tours for the King Tut exhibit. Although there are still problems, such as paying the interpreters and reaching a larger deaf audience, to be resolved, those involved in the project are hopeful that it will continue to grow.

What in fact makes this program for hearing-handicapped people so unique is the high level of professionalism shown by the skill of the professional interpreters as well as by the art expertise of the curators. It is a project worthy of emulation by other Museums which hitherto have not promoted such programs.



Start of a tour at the Metropolitan Museum of Art in New York City. Left to right: Tour participants Morry and Renate Alpert; Sam Heyman, Museum official; Lou Ann Walker, interpreter.

John Probert, Jr., and Bill Nagler . . .

Deaf Plus Blind Equals Electric Motor Repair

By ROBERT PAGEL

Think you've heard everything? Well, now, hold on just a minute and we'll see. How about a deaf youth learning from a blind man how to repair electric motors? You'd better believe it, especially when the young deaf fellow is John Probert, Jr., and the blind man is William "Bill" Nagler.

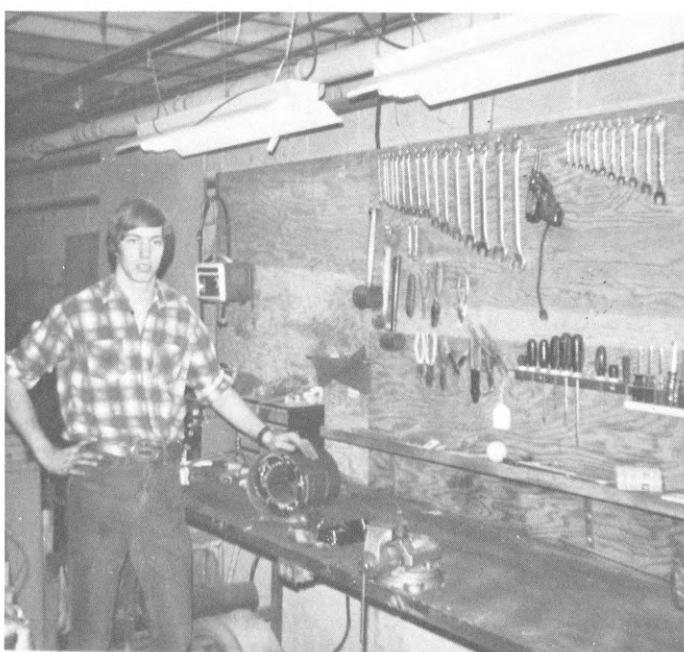
Up in Prairie du Sac, Wisconsin, right on the "main drag," is Sauk Prairie Power Equipment Co., an electric repair shop run by Nagler. The place is about as inconspicuous as they come nowadays. But scattered all over the floor and shelves are electric motors of all shapes and sizes, vacuum cleaners, electric fans and various other electric appliances the heart of which is an electric motor. A visitor here must watch his step, lest he end up spread-eagled atop a bed of motors.

But Bill Nagler, who is legally blind, has no trouble navigating his way through the maze of things. He knows where everything is, and where to step. Thirty-one years old, he is totally blind in one eye and has very little sight left in the other. He can read and write, but only at very close range.

Fifteen miles north of Prairie du Sac is Baraboo, Wisconsin, and the Campus Motel. The motel is run by John Probert, Sr., and on the surface it is just that—a motel. But behind and underneath it's a different world! For here is where deaf John Probert, Jr., 18, holds forth in a setting akin to that of Bill Nagler. Electric motors, windings, tools and machines tell the visitor that John knows what motors and electricity are all about.

A senior at the Wisconsin School for the Deaf, John is a bit on the modest side, but soon warmed up to inquisitive questions by this writer. Many of the machines and instruments he uses are home-made—some with the help of his father and others following instructions from Nagler. One, in particular, is a machine to make the coils of copper wire which go inside an electric motor. Replacing these coils is an easy job after they have been formed by this machine. The purchase of a new one like it would have involved a considerable outlay of money.

Another piece of equipment which gets a lot of use is a test bench that has instruments to measure voltage, ohms, amps, etc. John put this together and did all the wiring on it himself.



Here is where John Probert, Jr., is most happy: taking the innards out of electric motors in his basement workshop, then making them run like new again.



Blind William "Bill" Nagler (right) and deaf John Probert, Jr., check out a 5 H.P. electric motor, circa 1918, at Nagler's shop in Prairie du Sac, Wisconsin. Looking on in the background is John Probert, Sr.

One complete wall of his basement workshop is lined with shelves which hold an array of motors, their components, copper wire for windings and all the various other things that are related to electric motor repair. Like Bill Nagler, John knows where everything is and how to use it.

The opposite wall is occupied by his workbench and tools. Then there are the metal-working lathe which he uses in reconditioning armatures, and the large-capacity press. And, to top this all off, John has been given encouragement and materials to work with by two different manufacturers of electric motors. Additionally, people in the repair business from nearby Portage and Reedsburg have helped him occasionally. At a time when professional jealousy seems to be the watchword, John is indeed fortunate to have so many practical people to fall back on for help and advice.

In another of the basement rooms sits a trailer with an electric arc welding outfit on it. In this rig an automobile engine drives a generator which in turn furnishes power for welding. It was built by John, his hearing brother David and his father. Needless to say, John is skilled in both electric arc and acetylene gas welding.

How did all this come about? John's father, John Probert, Sr., is the son of deaf parents. (His mother is Mrs. Ollie Maupin, of Lansing, Michigan). So he has always been well aware of the problems of the deaf, especially when it comes to employment and earning one's living. He decided long ago that John, Jr., should learn a practical skill in order to enhance his chances in the working world. And he was ever on the watch for possible opportunities to get his son started in something.

Back in 1973, he needed a repair job that he couldn't get in Baraboo, so he went to Prairie du Sac and Bill Nagler for it. In the course of talking with Nagler, he mentioned that he wanted his deaf son to learn a skill of some kind, and what did Nagler think of electric motor repair as a possibility. Naturally, Nagler was skeptical at first, but he had never forgotten the help he himself had been given by others previously, in the face of seemingly insurmountable odds. Also, being handicapped himself, he has a feeling for handicapped people and has been helping them for some years through voluntary donation of his time whenever possible.

So he consented to give it a try, even though it would

be his first experience with a deaf person. And what happened? Bill says: "It has been a very interesting and rewarding experience. John has potential. If I had a choice I'd rather be deaf than blind." He also feels strongly that, even though some book learning is necessary, an apprenticeship is still the best way to gain valuable practical experience. Quoting an old master, he says: "School is wonderful, but you miss the rapport or chance to work on an individual basis according to their skill and learning pattern."

Nagler does most of his repair work by feel, but sometimes does have to use his "good" eye as best he can at close range. Most of his work is on electric motors, so it is routine. As a result he knows what to do and where to find trouble.

Communication between John and Bill is not much of a problem—as one might think it would be. To begin with, John is a pretty fair lipreader, especially when talking about electric motors and their components. Then, he can speak well enough for Bill to understand him, and they have a system where Bill uses head movements to indicate whether something is right or wrong. And, lastly, there is the old reliable pad and pencil to break a deadlock, though it's not required much anymore.

Anytime John is at Nagler's shop he is right at home, knowing where many things are, and being able to assist his blind friend through mutual knowledge of what is required to repair a motor. At the same time he is learning and gaining valuable self-confidence.

Although John's primary interest these days is in electric motors, that is not by any means all he devotes his time to.



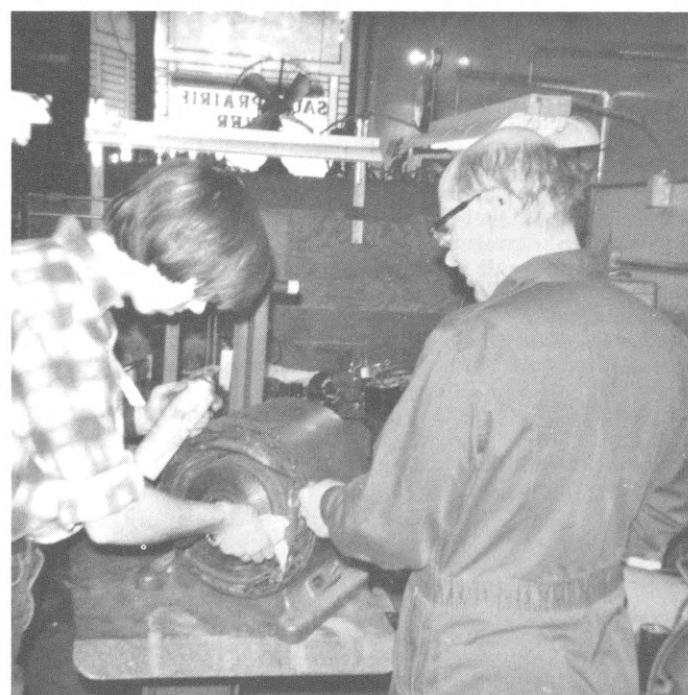
A view along one wall of the basement workshop below the Campus Motel in Baraboo, Wisconsin. Note the reels of copper wire used to make new coils for electric motors.

strong possibility that he may attend one of the technical schools for the deaf.

The world of deafness is taken in stride by the Probert family. John's father, besides running the motel with Mrs. Probert, is an instructor in police science at Madison Area Technical College, driving the 80-mile round trip daily. However, he occasionally acts as an interpreter for the deaf in the Madison area as time permits. He feels that parents should give their children as many opportunities as possible to try different things. And it's obvious that he and Mrs. Probert are doing just that—much to John, Jr.'s benefit.



A metal-working lathe is put to good use by John Probert, Jr., in reconditioning an armature for an electric motor.



John Probert, Jr., cleans a contact surface on an old electric motor before he and Bill Nagler replace part of the housing. Though found in the junkyard by Nagler, the motor still runs.

He rebuilds gas engines whenever he can find them. He helps with plumbing and electrical wiring around his father's motel. Being an enthusiastic scuba diver, he is licensed by the YMCA as an assistant teacher in scuba diving, and is a member of the Professional Association of Diving Instructors. Then, off in a corner of the basement sit two motorcycles, both of which belong to him. One is for street riding, the other for dirt-tracking and hill-climbing. And, as if that weren't enough, John likes shooting and reloads ammunition for his .38 caliber guns. He also has a cap and ball rifle which uses black powder.

For the future, John would like to improve his reading skills and eventually learn to fly. His younger brother, David, received his pilot's license the latter part of December, and that serves as some incentive for John. There is also a

State Funding Critical . . .

Pennsylvania School For The Deaf May Close

Parents of more than 380 hearing handicapped children in the Philadelphia area may have to look elsewhere next year for the education of their children.

Charles I. Thompson, Jr., President of the Board of Trustees of the Pennsylvania School for the Deaf (Mt. Airy), has suggested this may be the case if substantial increases in funding from the Commonwealth are not forthcoming.

Thompson spoke at a special meeting on the Mt. Airy campus to some 50 representatives of the school family, including parents, alumni, faculty staff and members of the deaf community. He stated that, pursuant to a unanimous resolution of the Board of Trustees, he has advised Governor-elect Thornburgh that if the financial crisis the school currently faces was not resolved by special legislation by March 28, the school will be forced to close at the end of the school year. The entire school family (including parents, alumni and the deaf community as a whole) have been notified of the situation by personal letter.

PSD is a private, non-profit residential and day school chartered by the Commonwealth of Pennsylvania in 1820. It has established an international reputation for innovative leadership in educating the deaf (preschool through high school). More than 80% of its graduates either go on to college or obtain employment through their training in the school's vocational career programs.

The school charges no tuition, and receives student per capita allowances from the Commonwealth which are supposed to cover its educational costs. These allowances (\$8,500 annually for residential students and \$5,100 annually for day students) have not been increased since 1975.

Thompson says this is not enough. He points out that the school for the deaf in New Jersey receives \$11,500 for all students, and that the Scranton School, a state owned and operated school for the deaf, last year received \$11,500 for each of its students regardless whether residential or day.

There have been repeated promises to the school over the past years that a solution would be found, and an effort was made to avoid this crisis by the introduction of a bill in the Harrisburg legislature last year. The Bill had 23 sponsors and the support of the Department of Education, but died with the adjournment of the legislature.

Thompson acknowledged at the recent gathering that financial crises are not new to the school during the past 10 years, but the trustees can no longer rely on promises. He said that the trustees, as fiduciaries, have always protected the school's endowment as the only source of funds for capital improvements. However, in reliance on promises

by the Commonwealth of a legislative solution, the trustees decided last spring to risk the endowment to operate for the current 1978-79 school year. The endowment is now almost entirely gone. Thompson pointed out that the school is no longer able to subsidize public education with private funds; and that unless the legislature acts, the school has no alternative but to close.

What would become of the 380 students now enrolled is uncertain. Thompson said it would be a tragedy if the true need for PSD were only recognized after its demise.

A copy of Mr. Thompson's letter to Governor-elect Thornburgh, and accompanying memorandum, is printed below:

January 12, 1979

Governor-elect Richard L. Thornburgh
Room 611
North Office Building
Harrisburg, Pa. 17120

Dear Governor-elect Thornburgh:

I am president of the Board of Trustees of The Pennsylvania School for the Deaf, a private, non-profit school located in Philadelphia. I am enclosing a memorandum approved at Wednesday's meeting of the School's Board of Trustees which summarizes the critical financial condition of the School. Earlier this week, as arranged by Senator-elect Price, our Headmaster met with a member of your transition team (Mr. Nelkin). He was most cooperative, but our Board was of the opinion that the situation is so desperate that I should write to you personally.

PSD has been serving deaf children for over a century and a half. The necessary funds are supposed to come from the Commonwealth, but as appears in the memorandum, the School has used private monies to subsidize this public education to the point where the School's resources are now virtually exhausted.

The bottom line is that unless a solution is found by March 28, PSD will be forced to close. We choose this date in order to give our staff an opportunity to seek different employment for the next school year. I know this letter catches you at a very busy time, but the matter is one of long standing and, unfortunately, a decision must be made promptly.

The bill referred to in the memorandum was House Bill 2650 introduced on June 28, 1978, with twenty-three sponsors and the support of the Department of Education. Similar bills were introduced with respect to the three other major schools for the deaf and blind, two of which are located in Pittsburgh and may be familiar to you. Revisions and details have, as I understand it, been worked out with legislative staff members, but we can discern no action in the Legislature itself.

We are apprising our School family

of the situation, and you may therefore be hearing from parents, the deaf community, or the media. PSD is a non-profit institution, and we believe it to be an essential ingredient of special education in Pennsylvania. The issue simply is, does the Commonwealth wish it to remain in existence?

I am sending copies of this letter to Messrs. Scanlen, Nelkin, and Price.

Sincerely,
Charles I. Thompson, Jr.
President

* * *

January 11, 1979

MEMORANDUM Re: Financial Condition of PSD

The Pennsylvania School for the Deaf ("PSD") is a private, non-profit corporation created by special act of the State Legislature in 1820. As a State "approved private school," PSD provides education for profoundly deaf children (some of whom have other handicaps as well), and is reimbursed by the Commonwealth on a student per capita basis pursuant to Act 144 (1975) and its predecessor legislation.* 376 students (preschool through high school) are presently enrolled—232 residential and 144 day students. Twenty-four counties are represented in the student body. The School has a proud history of providing a superior education to children who are severely handicapped by deafness and must overcome great obstacles.

Over the years, PSD has accumulated through gifts and bequests a modest unrestricted endowment (approximately \$1.6 million market value at January 1, 1979).** It also receives depreciation allowances from the Commonwealth as part of its per capita reimbursement. Since the School's plant is owned by the School, its only source of funds for capital improvements (for example, renovation of dormitories) is the income from endowment and the depreciation allowances (totaling about \$120,000 annually). These amounts are accumulated by the School in an account designated "plant funds." However, as appears below, inadequate reimbursement from the Commonwealth has often forced the School to use plant funds for operating expenses such as payroll.

For more than the past decade, the per capita allowances from the Commonwealth have been insufficient to

*Pennsylvania has historically observed a pattern of private ownership of schools for exceptional children, in contrast to the pattern of state ownership found in many other states. In past discussions with PSD, the Department of Education has stated that it does not wish to "take over" PSD, presumably because of the cost of acquisition and expanded administrative responsibility.

**The School has a small amount of restricted endowment which, of course, can only be used for the particular purposes stated by the donors.

cover PSD's operating costs. This has been due primarily to (a) the high cost of operating a residential program, and (b) PSD's outstanding, but expensive, vocational program. By way of comparison, the present annual per capita allowance to PSD for residential students is \$8,500, and for day students \$5,100; the average payment made by the State of New Jersey to its school for the deaf is about \$10,500 for all students (both day and residential). Indeed, the average payment made last year by the Commonwealth of Pennsylvania itself to the Scranton School (a State owned and operated school for the deaf) was about \$11,500 for all students (both day and residential). The projected average cost of educating a student at PSD this year is approximately \$11,000.

On occasion, the per capita allowances have been raised for all approved private schools, but the increases were sporadic and did not keep pace with inflation. In the fiscal years 1967 through 1975, PSD sustained operating deficits totaling over \$2,600,000. These losses were in part made up by special appropriation bills and contracts for supplemental payments by the Department of Education, but during this period the School was forced to absorb over \$750,000 of losses with plant funds. Throughout this period there was general recognition of the need to put PSD on a sound financial basis so that private funds would not have to be used for public education, and promises of a "legislative solution" were repeatedly made. However, this has never occurred.

The last increase in the per capita allowances occurred in 1975 (Act 144). All those associated with the situation at that time were aware that the increases would be inadequate for PSD. Accordingly, Act 144 contained a special allowance, in addition to the per capita, to cover the cost of vocational education. Since PSD is the only approved private school with a comprehensive vocational program, it was common knowledge that this provision was designed and intended to assist PSD.

In the three fiscal years 1976 through 1978, PSD incurred further losses totaling over \$300,000. In addition, the State Auditors informed PSD in 1978 that the Auditors proposed to disallow for fiscal 1977 approximately \$400,000 of reimbursement attributed to pupils enrolled in the School's vocational program. This disallowance, which seems clearly contrary to the plain language and intent of Act 144, is being contested by the School administratively. A comparable disallowance for fiscal 1978 and 1979 would result in additional deficits for those years of about \$450,000 annually.

In the Spring of 1978, the School met frequently with the Department of Education. The School had already attempted to save costs by shutting down one of its buildings and had initiated other massive cost saving approaches

which threatened the viability of its overall educational program. Its unstable relationships with the Commonwealth were known nationally and made it extremely difficult to attract private financial support and highly qualified staff. Further, the School was faced with an increasingly antiquated plant. In view of the action of the Auditors, a deficit of \$950,000* was anticipated for the school year 1978-79. This would wipe out the School's plant funds and seriously encroach upon the School's endowment. Since the Board of Trustees, as fiduciaries, had always jealously guarded its endowment as its only source of funds for capital improvements, the Board was extremely reluctant to commit endowment for public education which is the responsibility of the Commonwealth. Finally, the School was experiencing a substantial decline in student population caused by the present philosophy of the Department of Education to encourage mainstreaming of handicapped children in the public school system.** The per capita method of reimbursement does not permit intelligent budget forecasting in this situation. Under all the circumstances, it appeared to the Board of Trustees that there was no alternative but that the School be closed.

The Department of Education, however, assured PSD that a bill introduced in June, to be considered by the Legislature in September of 1978, would provide funding in sufficient amounts to cover PSD's total expenses in fiscal 1978-79; and the Department anticipated a broad base of support for this bill. In addition, the Department of Education promised that a commission would be promptly appointed to study the proper role of the School in the education of deaf children. In reliance on the assurances, PSD's Board of Trustees decided to risk the School's endowment and operate the School in 1978-79. At this writing, the bill has not been acted upon (nor has a commission been appointed), although we are told that these will be done when the Legislature convenes in January.

The critical position of the School is demonstrated by the following table which shows the expected financial condition of the School at June 30, 1979 if appropriate legislation is not enacted:

Resources at June 30, 1979	
Unrestricted endowment	\$1,600,000
Plant funds	600,000
<hr/>	
	\$2,200,000

*\$500,000 operating deficit plus proposed disallowance of \$450,000 of reimbursement.

**At this point, it might be noted that deafness is a unique handicap and that mainstreaming deaf students may well not be appropriate. A center school such as PSD can provide better class groupings and social interaction (including extra-curricular activities) in an all-day program. It would be a tragedy if the true need for PSD were only recognized after its demise.

Application of Funds		
Reimbursement disallowed by		
Auditors (1977-79)	\$1,300,000	
Operating deficit for 1978-79	500,000	

\$1,800,000

Thus, absent an appropriate legislative solution, PSD will only have about \$400,000 of endowment remaining at June 30, 1979. Since we would anticipate an operating deficit of at least \$500,000 in 1979-80, it is obvious that the School could not open next year. Two things are needed: (a) sufficient funding (on a budget, rather than a per capita basis) which will enable PSD to operate a meaningful program for the future; and (b) provision for PSD's operating losses, including vocational expenses, in the current year so that PSD can continue to have a sufficient capital base to maintain and improve its plant.

The Board of Trustees can no longer rely on promises. It will meet on March 28, 1979 and, if a solution is not forthcoming in the interim, will advise its staff at that time to seek employment elsewhere for next year. We believe the closing of PSD would be a serious blow, not only to present and future deaf students, but also to the deaf community as a whole. We are hopeful and confident that the Legislature will act responsibly, so that such an unfortunate event will not occur.

Charles I. Thompson, Jr.
President

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Another Misconception . . .

Article Belittling Deaf Mothers Causes Furor

By CATHY CARROLL

How do people get false ideas about deafness and deaf people? Who starts these ideas? How do they spread?

A recent issue of *Clinical Psychiatry News* seems to demonstrate how misconceptions about deafness may be generated and disseminated through the media. Some people called the article entitled, "Interplay with Mother May Control Deaf Child's Speech," misleading. Some people called it slander.

The article is based on interviews with Dr. Moisy Shopper of St. Louis Psychoanalytic Institute and Dr. Eleanor Galenson of the Lexington School for the Deaf. The interviews had been held during a meeting of the American Psychoanalytical Association in New York.

Initially, the article focuses on what some would say is the most studied, yet least important aspect of deafness—speech development. The writer asserts that deafness itself may not be responsible for speech problems. Instead speech problems may be caused by a disturbed early childhood relationship with the mother.

Without explanation, the article then veers into its main topic, a discussion of deaf mothers. The article quotes the doctors as saying that deaf children of deaf parents are not only whisked away from their mother's breast at two-to-three years of age and suffer all sorts of oral deprivations, but also "do not develop the usual attachment to blankets or teddy bears . . . but instead become attached to a cooking pot or other hard objects."

Using observations such as these as underpinnings, the article says that the two doctors agree that "deaf mothers generally do not make good mothers . . . They tend to be harsh unpredictable, aggressive, and intermittent in their relationship with their infants."

The pronouncements were sweeping and unequivocal. Apparently the doctors intended their words to apply to all deaf mothers everywhere.

The article comfortably left out the empirical basis for these observations. For if the pronouncements were broad, the study they may have been based on was rather contained.

The article had caused such a furor at the Lexington School for the Deaf where the study was done, that calls concerning it were referred to Dr. Arnold Rothstein, Director of the Mental Health Unit at the Lexington School for the Deaf.

Rothstein did not want to talk about the details of what he called "only preliminary findings" of "only preliminary research."

But he gave enough information that some people would not only call the

study preliminary. Some people would call it invalid. And some people would call it ridiculous.

Rothstein said:

- The study involved ten women—four of the women were deaf.
- The hearing and deaf women were not matched for socio-economic level.
- The doctors conducting the study do not understand and cannot use sign language.

Rothstein blamed the tone of the article on *Clinical Psychiatry News*.

Rothstein said, "We cannot be responsible for irresponsible journalism. The article contained gross distortions of what was said. In our study we attempted to delineate what factors in the interaction with the mother influence the child.

"The article didn't even mention the hearing women. All ten women were having difficulties with their children. What is important is the long range effects."

Rothstein said that he would never permit another interview with the lay press. "I've learned my lesson," Rothstein said.

But Barbara Hyde, Managing Editor of *Clinical Psychiatry News*, said the magazine stands by its story. Hyde said, "We have no apologies or justifications. We will print the letters received (from Galenson and the office of the president of Gallaudet College). That ends our obligation."

Hyde said the doctors embellished, but did not retract her statements, and she said Dr. Galenson and Dr. Shopper had been sent the article before it was printed.

Nevertheless Hyde refused to name the reporter who wrote the article. She said the reporter had left *Clinical Psychiatry News*. She would not say whether or not the reporter left by choice.

Hyde said her magazine would print other research on the topic of deaf parents if the research "would come from a reputable source."

"We report what people say," she said. "We do not slant our coverage."

Clinical Psychiatry News has a circulation of 24,000 and purports to be a professional journal.

However, Dr. McCay Vernon, psychologist at Western Maryland College and editor of *American Annals of the Deaf*, described the magazine as "basically a throwaway."

It is a magazine whose purpose is advertising, Vernon said, and articles appearing in journals such as *Clinical Psychiatry News* would not receive the same readership or credence from the professional community as articles ap-

pearing in other publications.

Vernon said, "The statements of Drs. Shopper and Galenson certainly reflect nothing remotely related to research. In fact they do not even represent clinical experience as neither doctor even knew how to communicate in sign language which the deaf mothers used."

Vernon said even if the magazine had met its professional obligation, "It does not end the horrible damage (the article did) to deaf parents and their children."

The highly respected research of Dr. Kay Meadow, Acting Dean of the Kendall Demonstration Elementary School, resulted in findings that seem to contradict the *Clinical Psychiatry News* report.

In studies of deaf school children during the late 1960's and early 1970's, Meadow found deaf children of deaf parents demonstrate higher intellectual achievement, greater emotional maturity and better all-around development than deaf children of hearing parents.

Many people in the deaf community became aware of the article in, *Clinical Psychiatry News*. They reacted with anger and dismay. The magazine received enough letters to make Managing Editor Hyde suspect "a national campaign."

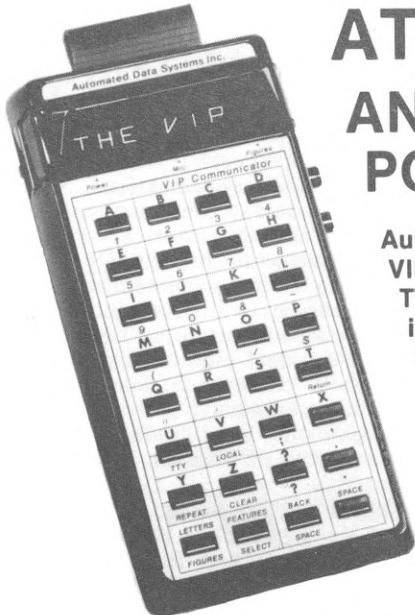
Dr. Mervin D. Garretson, Special Assistant to the President of Gallaudet College, wrote, "In a presumably enlightened era when we have become wary of stereotyping and 'old wives tales' these are serious statements to make against a class of people."

Taras B. Denis, from the Guidance Department of New York School for the Deaf, wrote that the article was "tantamount to slandering all of the fine dedicated mothers with whom I have contact year after year, and whose children by far have less personality and learning problems than those (children) with hearing mothers."

"Unfortunately young people are faced with 'put downs' like this often . . . an article like this could set us back ten years," said Ed Carney, of the National Association of the Deaf (NAD).

Other people at the NAD said they believed that the reason the doctors had agreed to the interview in the first place was in the hopes of securing a grant.

Refuted professionally, botched, journalistically and located in a magazine with little professional credibility, the article nevertheless exists. It constitutes an insidious packet of misinformation for unsuspecting lay people and professionals who are naive about deafness and who do not read critically—a nasty little black hole in our "presumably enlightened era."



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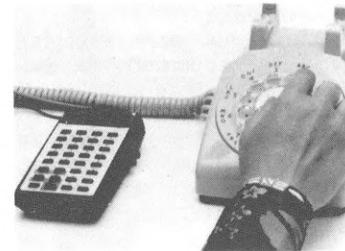
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American Sign Language (ASL): Training Program At IRS For Deaf Data Transcribers

By CYNTHIA BILDERBACK ROY

As Lucy Valverde watches, a woman on TV screen "tells" her: "RELEASE, type out. Computer stay. Screen clear same as CLEAR. Remember, CLEAR will erase, RELEASE will out computer."

Confusing for you to read? Not for Lucy, a deaf transcriber trainee, as she watches the instructor on the television screen. Yes, for you probably, because this is American Sign Language (ASL) written and it is devoid of the visual elements—facial expression, body movement—that accompany ASL. The videotape is delivering data transcribing training instruction in ASL.

Translated into written language, the videotape lessons for deaf transcribers seem disjointed and confusing to those who don't use American Sign Language to communicate. But, for deaf trainees at Austin's Internal Revenue Service Center, these visual lessons represent a major breakthrough in improved teaching techniques.

Project Background

During the data transcriber training for new employees last year, it became apparent that the training material for deaf trainees was not as effective as it should have been.

Employee Training Specialist Sherran Williams described the problem: Last year, we merely converted the audiotapes of the instructional material which hearing trainees use into printed lessons for the deaf. In class, it was discovered that these instructions were confusing to these trainees. The structure of ASL, as a language, is so different from written or spoken English, the trainees were becoming bogged down having to read all that material."

The Project

Based on these findings the training staff was asked to change the training techniques for deaf trainees. The author was contracted by the Center as a consultant to adapt the training course for the deaf. At initial meetings it was decided that the most effective method would be to adapt the training lessons into American Sign Language (ASL) and present the lessons on videotape.

We then proceeded to rewrite the lessons in American Sign Language with

About the author: Cynthia Bilderback Roy is a former instructor of the deaf and a houseparent at the Texas School for the Deaf. She is now a freelance interpreter and consultant in Austin, Texas. She is also a part-time instructor at the Austin Community College in their Training Paraprofessionals for the Deaf Program.



Mrs. Sally Porter, new deaf data transcriber instructor, points to portion of new ASL training videotapes.

the help of the training staff to keep the technical information accurate and correctly presented for meaning. Two weeks later, Mrs. Pat Felfe, coursewriter from the Austin Service Center, and the author flew to Washington, D.C., to make the videotape at IRS Training Center in Arlington, Virginia.

According to Ms. Williams and the Data Conversion Branch staff, the first weeks of training for the deaf this year have been successful.

To guarantee better results than last year, Don Wilson, an employee training specialist, the training staff and the author arranged for deaf transcribers, Mrs. Lottie Marks, Mrs. Sally Porter, Mrs. Cindy Frankenhauser and Mrs. Twila Clark of Kansas City, to attend a one-week workshop to prepare them to teach new deaf trainees. It was recognized that there was a language barrier between last year's instructors and the deaf trainees. By the recognition of ASL as the primary language of the deaf, the deaf instructors, with the use of the training videotapes, were able to produce better results.

In addition to the videotape instruction and deaf instructors, Service Center Engineer Clarence Smith developed an electronic light signal system which is synchronized to a metronome. With this device, if the deaf transcribers have trouble building their speed, they can perceive the flashing signal in their peripheral vision to watch the required rhythm they need to pass the typing test.

Evaluation And Projected Use

The videotape instructions and the classroom teaching were then evaluated by the author, the training staff, Data Conversion staff, Mrs. Pat Moore, vocational adjustment coordinator from the Texas School for the Deaf, and Ms. Liz Quinn of Spectrum, FODA to improve the program of instruction for the next year.

These innovations in training deaf transcribers, which the Austin Service Center has adopted, are also being used by other IRS Service Centers. As soon as results of this pilot program are completely analyzed, it is anticipated that this special training package will be used in all ten service centers.

Preliminary Evaluation

Preliminary reports indicate a marked decrease in the number of hours in the training of deaf IRS data transcribers. In 1978, it took an average of 74 training hours for deaf trainees to complete the training course using only written materials and hearing instructors. In 1979, the average training hours dropped to an average of 64.5 hours. In addition, over 50% of the deaf trainees finished within the 60-hour training course limit; whereas last year no deaf trainee finished within the 60-hour limit accorded to all trainees both deaf and hearing.

We believe this marked drop in numbers of hours is due in part to the ASL Training Videotapes and the instruction of deaf trainees being taken over by deaf instructors during this special project.

Diary Of Frances 'Peggie' Parsons

... as condensed by HORTENSE AUERBACH

(Note: It is impossible to merely condense Peggie Parsons' diaries for publication in THE DEAF AMERICAN . . . they are much too long, but extremely "readable." What I shall attempt to do is simply to give the highlights of her stay in each country. The reader should bear in mind that the purpose of her trip was to serve as a sort of Total Communication Ambassador and that she conducted workshops, gave lectures and appeared on TV in most of the countries she visited. I will play that down and give you the "human interest" side of her travels.)



SINGAPORE—Frances makes a round of classrooms and schools in Singapore. These Canossian nuns were trained in Italy but with their great concern and love for these unwanted deaf children, they are accepting the concept of Total Communication.

Singapore, China (May 8-11)

It was only a half-hour plane hop from Kuala Lumpur to Singapore and Peggie was given a royal welcome. Newspaper reporters and cameramen met her plane and outside the airport a crowd of about 100 deaf adults greeted her with two huge banners and an immense bouquet of flowers!

Chin-Heng Lim, a Gallaudet graduate, had done a great deal to expand the Association of the Deaf and the Deaf Youth Group. During her stay in Singapore, Peggie was the guest of the Hengs.

Peggie visited the Singapore School (which is not limited to the deaf) that has 360 pupils divided into the oral and sign sections; the oral group takes English while the manual group studies Chinese. Naturally, the two groups do not get along very well together and there are many fights. The school includes the Vocational Institute where most of the students are "oral failures." As could be expected, once the students learn signs and can communicate well with the teachers they make fantastic progress in learning!

On a visit to the Canossian Oral School, Peggie found the nuns to be friendly humanitarians who were really concerned about their charges—69 deaf children, most of whom had been shunned by their parents since people living in poverty consider it a disgrace to have a deaf or handicapped child! After Peggie es-

poused Total Communication, the nuns asked if Heng would teach them sign language and he readily agreed.

Singapore, like New York City, has skyscrapers and miles of high-rise flats (apartments). Although it is overcrowded, Singapore remains remarkably clean. The city is 24 x 17 miles in size and is hottest when the sun shifts its route from south to north in February

and March and then from north to south in August and September. Family planning is encouraged and each couple is permitted two children. Families are taxed for a third or fourth child unless the first two children are girls, in which case the couple is permitted to try once more for a son!

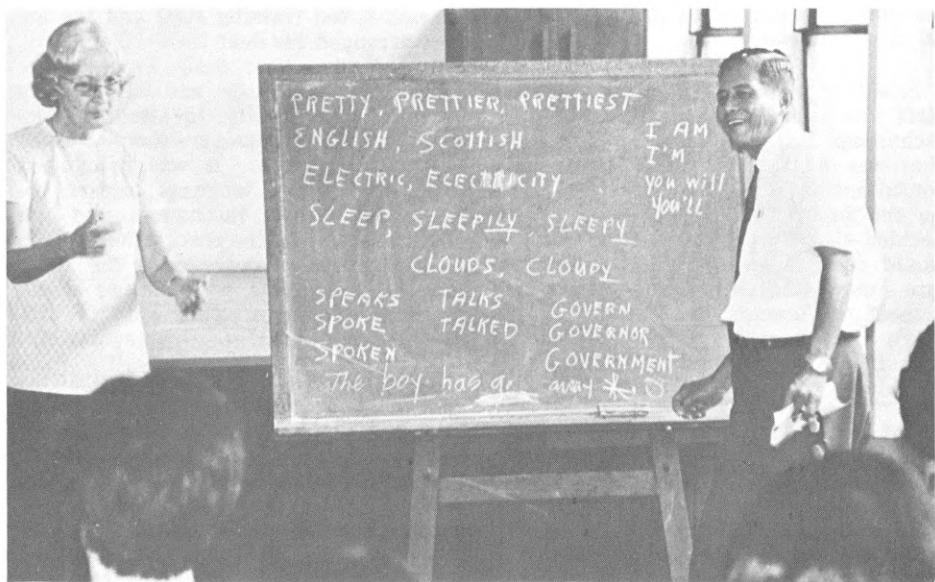
To discourage use of autos, a \$1,000 annual tax is levied on a company car with a lesser amount on private autos. Each car must carpool and transport four riders. Polluted water along the shores is cleaned by vacuum. Large trees and shrubs are planted everywhere to reduce pollution and increase the life-giving oxygen. There is a population of over two million in Singapore and four million in Hong Kong. Unemployment is high in the latter so nearly all deaf people there are unemployed. Most people use towels for bed linens instead of sheets or blankets in order to absorb perspiration.

Mrs. Neo, who had been a strong oral advocate, later declared that her school would start sign language classes for the teachers . . . this switch made Peggie very happy since only five days ago Mrs. Neo had refused to even consider any method other than oral instruction!

Next Stop: Penang

* * *

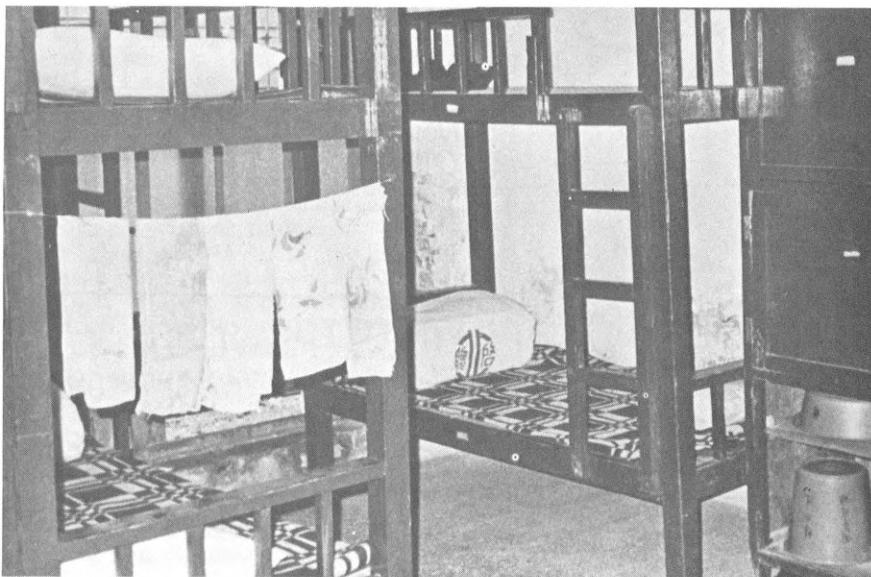
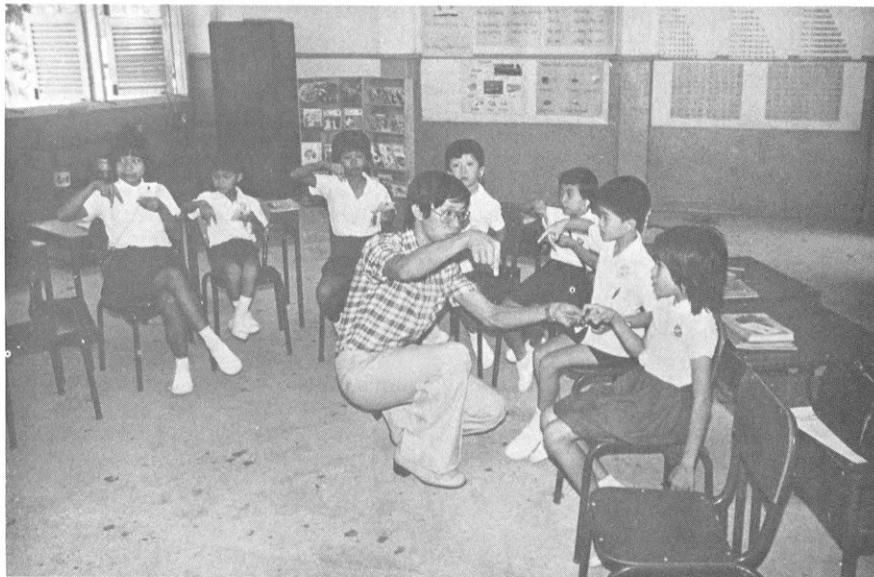
Note from Peggy: Readers wanting information or special favors based on these diary installments should enclose a stamped self-addressed envelope to Peggy Parsons, Gallaudet College, Washington, D. C. 20002.



Frances, with Mr. Lee, demonstrates the meaning of structural sign language with tenses, syntax, affixes, etc., in Singapore School for the Deaf.



Frances holds a seminar in Singapore and is saying "the only way . . ." She wears a Malaysian batik.



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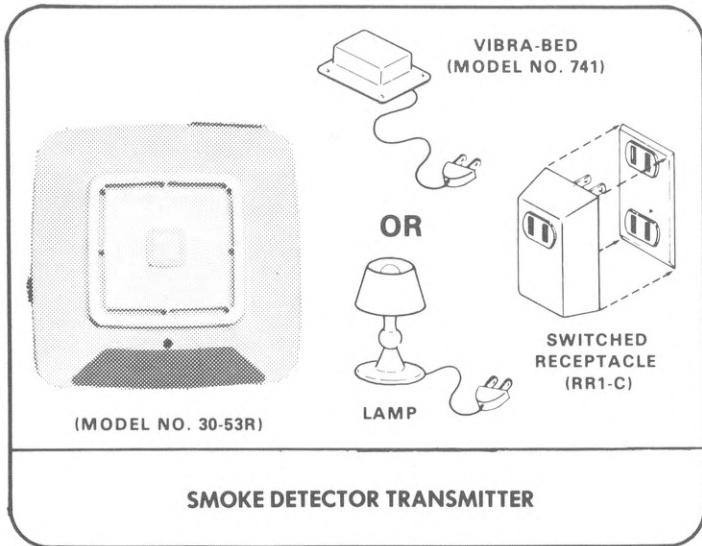
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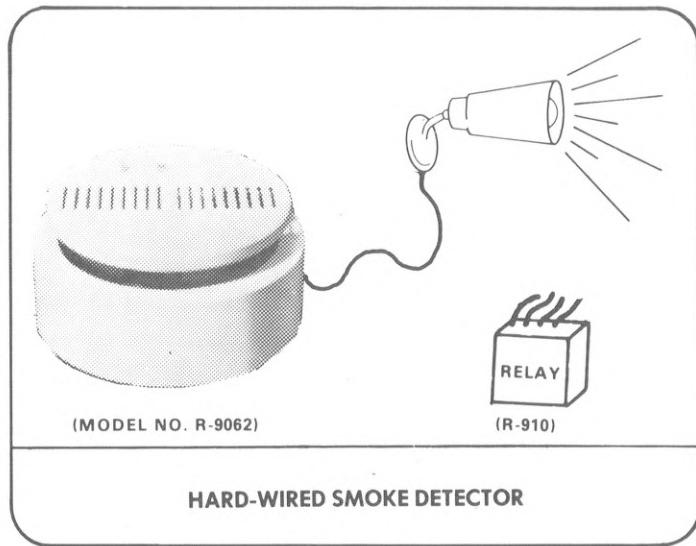
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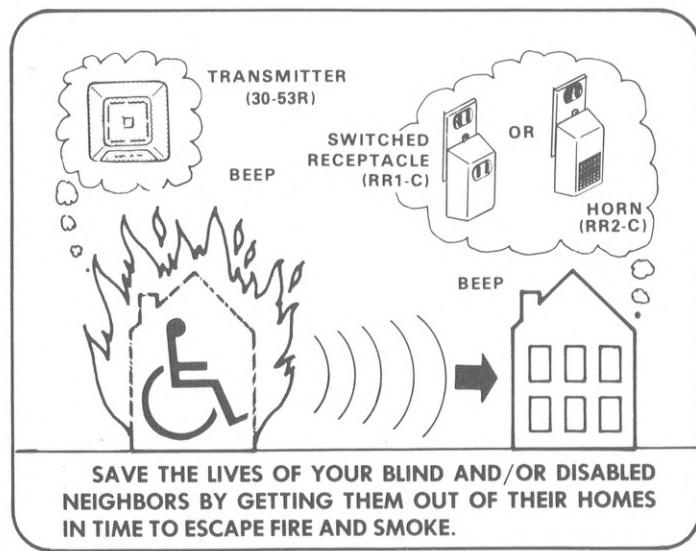
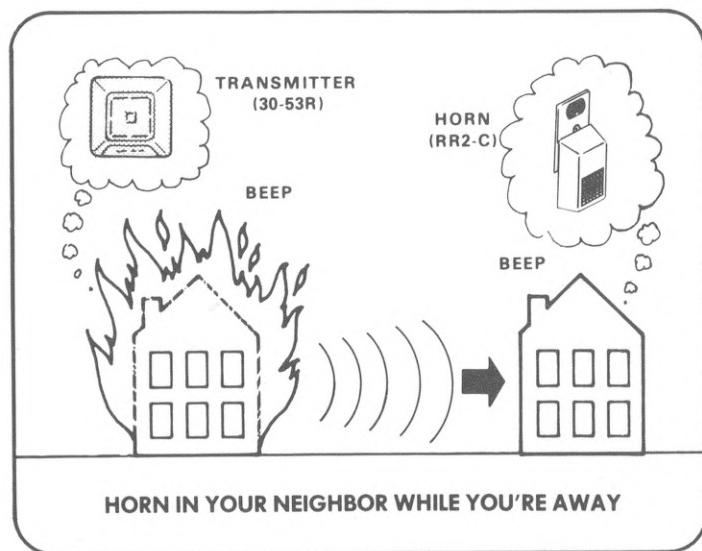


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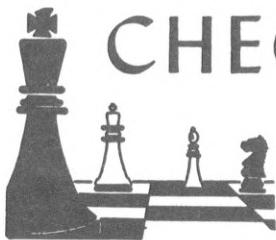
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CHECKMATE!

By
"Loco" Ladner

Ignacio Guadalajara

Back in 1976 in Bilbao, Spain, we requested Señor Guadalajara to mail us his biography for THE DEAF AMERICAN. With characteristic Spanish "manana" this material came late in 1978. Juan Font translated the letter and biography for us with beautiful results. We quote part of the letter: "I beg your forgiveness for this delay in writing. You deserve all attention since your person is one to look at with admiration and true affection. I can not forget the exquisite correctness of the U.S. team in Oberstdorf. First, without argument, in sportsmanship and in correct behavior."

My Chess Biography

I was born in San Sebastian (Guipuzcoa) the first of August in 1929. My fondness for chess had its first steps when, in childhood, I found in my house one day a pawn. I asked my father what was that small figure. He bought a chess set and showed me how to move the pieces. Of course, he won all the games we played. Until one day I got hold of a chess magazine with a game by Alekhine. Those strange symbols on the development of the game attracted my attention and got me to decipher them. It ended with my taking a great liking for this game that I began collecting all chess material at hand. Thus my game improved and already I started to beat my father without "forgiving" him a game.

At 18 years of age was when I began to take chess seriously. At a certain recreation club I spent every Sunday after dinner with a group of friends. There was also a strong amateur player. He was my teacher. When 20, at the urgings of friends and admirers, I joined a chess club and immediately was listed as an aggressive player. In the first serious tournament (the championship of Guipuzcon) I won second place half a point from first and ahead of 14 qualified players. Later, I took part in different tournaments and championships with diverse results. There were years in which I abandoned chess for other activities.

At last at 30 years of age, I won the absolute championship of Guipuzcoa and repeated the next year.

Later I moved to Bilbao to work, to marry and to establish my actual residence. I won the championship of Viz-

caya three times. I have been part of several Vizcayan teams in the championship of Spain, obtaining permanence in the Honor Division for five consecutive years.

For the first time I took part with the deaf in Bilbao for the World Championship (1976). There I had great hopes of winning the title but the fateful game with the champion demolished my illusions although I kept fighting with redoubled vigor . . . uselessly because Mustakerski refused to be caught.

Later (1978) Oberstdorf! Again 2nd place, this time with the team of Spain.

This is a brief historical summary of chess. Enough, yes?

—Ignacio Guadalajara

We predict Ignacio will be the next World Champion at the forthcoming tournament in Amsterdam. He was the best player at Board No. 1 in Oberstdorf and earned a draw with Mustakerski.

The following game won the brilliancy prize at the World Individual Championship Tournament in Bilbao in 1976. Ignacio had astonished the experts by placing second even though he was not the Spanish champion. Loser was grandmaster Josef Gelencser of Hungary. The notes by Guadalajara were translated for us by Juan Font. Some of the notes were by Dr. Foldi, coach of the Hungarian champion, and were rather critical:

White: Gelencser (Hungary)

1. P-K4	P-Q3
2. P-Q4	N-KB3
3. N-QB3	P-KN3
4. P-B4	B-N2
5. N-B3	0-0
6. B-Q3	N-B3
7. P-Q5 (a)	Q-N5
8. B-K2 (b)	P-B3
9. P-QR3	N-R3
10. BxN (c)	PxB
11. PxP (d)	Q-N3
12. N-Q5 (e)	NxN

Black: Guadalajara (Spain)

13. PxN (f)	P-K3 !
14. PxP (g)	BxKP
15. Q-K2 (h)	KR-K1
16. B-K3 (i)	QxBP
17. P-B3 (j)	B-B5
18. Q-Q2	RxB ch !
19. QxR	R-K1
20. QxR ch	QxQ ch
21. K-B2	Q-K5
22. KR-K1	QxP
23. R-K8 ch	B-B1
24. P-QN3	B-N4
25. Resigns	

(a) 7. P-Q5 ? A weak move. Much better is B-K3. If N-N5, then B-N1 followed by P-KR3. At this point White chose a bad plan which destroyed his position. (Foldi)

(b) 8. B-K2? This bishop has no future in this position. It was stronger to castle. (Foldi)

(c) Best was 10. B-K3. I think this move was an error. Although it doubles my pawns on the Q-side, it opens a way for my attack. (G)

(d) Another error and this time more serious. It was vital to castle. After this play White is in difficulties. (G)

(e) 12. N-Q5? Again it was better to move 12. Q-Q3 having the intention of castling King-side after having played QB-K3. (Foldi)

(f) 13. QxN was not considered good because of 13 . . . B-K3 or BxP (G)

(g) 14. PxP?? Very weak ! Maybe the only possibility to defend himself consisted in playing P-QB3 ? If 14 . . . PxP (or R-K1), 15. N-Q4 ?, R-K1 ch; 16. K-B2, BxN (forced); 17. QxB, QxP, 18. B-K3 and White would have chances for a draw. (Foldi)

(h) What to do? Black threats are very numerous and already everything is bad. (G)

(i) With this move comes disaster although White's position is already critical. The rest is simple. (G)

(j) 17. P-B3 loses at once. Well or badly he had to try 17. K-B2 although Black has winning chances with his pair of bishops. 17 . . . BxP; 18. R-Q1, BxRP; 19. N-Q4, Q-Q4; 20. NxP, RxN; 21. Q-Q3 and White still has some hopes to rescue his game. In my opinion Black played the game very skillfully (his 13th move!) and strongly. White naively accepted all the sacrifices. The value of the game is decreased in this way by White's bad performance. (Foldi)



Ignacio Guadalajara, Spanish Chess Challenger

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Visit Of Ralph H. White To CSUN To Participate In The Distinguished Deaf American Series



Ralph visits in the CSUN Telephone Communications Center with, left, Ed Ingham, Coordinator of the Center, and right, Sharon Carter, Administrator of the Support Services for Deaf Students Office.

The National Center on Deafness at California State University, Northridge, hosted Ralph H. White, Program Specialist with the Texas Rehabilitation Commission and President of the National Association of the Deaf, on January 25 and 26. For Ralph, it represented a return to his alma mater where he graduated from the National Leadership Training Program in the Area of the Deaf in 1966.

Ralph was the second guest in a ser-

ies, the Distinguished Deaf American Series, to visit the University (the first was Gene Petersen, Associate Editor of THE DEAF AMERICAN.) The purpose of the project, conceived by Dr. Ray L. Jones, is to 1) construct a videotape library on persons who have made significant contributions in the field of deafness; 2) record for posterity events and experiences relating to the past and present that will inform and encourage the deaf youth and leaders of the fu-

ture; 3) to preserve for future study examples of American Sign Language.

Ralph also spoke to deaf students and members of the local deaf community, where he described the structure and activities of the NAD. Many members of the audience had questions about the organization, and a very enlightening discussion of issues took place. This was an excellent opportunity for local people to learn more about the NAD and to be encouraged to lend greater efforts to support it.

Ralph also spoke to trainees of the NLTP Class of 1979, which recently commenced its training. He explained the organization of the NAD, how it functions and the challenges that this organization presently faces in representing the deaf community throughout the nation. Discussion also focused on areas of growth and change for the NAD.

Because of his broad background on developments related to professionals working in the field of deafness, Ralph touched on other issues relating to the rehabilitation and education of deaf persons, as well as efforts to consolidate organizations serving the hearing impaired into an effective political force.

Year Of The Child Program Held In Toronto

As 1979 is the Year of the Child, a program by the Canadian Commission of the International Year of the Child was held in Toronto, February 13, 14 and 15, organization was by Youth Corps, the Metropolitan Separate School Board and the students of St. Michael's College. Each evening was filled with entertainment and informative lectures concerning the rights of the child.

On Wednesday evening, a group of deaf people, accompanied by an interpreter from Silent Voice Canada, attended the presentation. The topic for the evening was "Child As Victim." Margaret Crawford, a worker from a home in New York City, was the first speaker. She helps run a hostel, Covenant House, which shelters children from the streets of New York City; runaways, drug addicts and child prostitutes. A tragically revealing film gave the audience an idea of the dreadful abuse these children must suffer as a result of the society adults have created.

The second speaker was Dr. Wilson Head from York University whose topic was rights of the child and adult responsibility. He stated that having a designated "International Year of the Child" will be useless unless concerned adults carry out their responsibilities.

Dr. Head concluded that adults cannot remain passive any longer but must take the initiative to change society where the rights of the child are being ignored.

The evening ended with a beautiful and interesting mime led by John Girard, entitled "A Clown's Response to the Evening."



"THE BEST CLASS YET"—Along with Ralph H. White, President of the National Association of the Deaf, Dr. Ray L. Jones, Director of the National Center on Deafness (CSUN), Faye Wilkie (Interpreter), are seen here smiling their way through the first days of the 1979 National Leadership Training Program Class. Left to right, back row: Brad Knudson, Robert Padden, Mike Finneran, Kathryn Bromley, Linda Heath, Barry Critchfield, Bob Alexander, Katherine McDugald, Ralph White, Ted Tomikawa, Betty Scanlan, Pamela Hatch, Dr. Ray L. Jones, Jim Hilber. Kneeling, left to right: Faye Wilkie, John Thorne, Celia Lopez, Maggie Azevedo, Sandra Goldstein, Sister Theresa Moore, Jack Robillard, Janet Jones.

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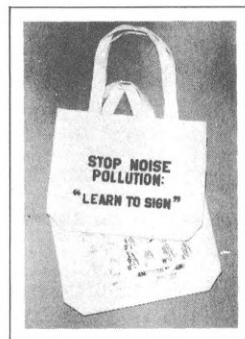
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Foreign News

By Yerker Andersson

ISRAEL: The Association of the Deaf in Israel expresses its dismay: "American deaf are much luckier than Israel deaf in that they were given the opportunity to understand the speech of Prime Minister, Menachem Begin, in Central Park, New York City, in May 1978." (*Demama*, Vol. 4, No. 1) On the cover of *Demama* a photo shows the Prime Minister addressing at the "Salute to Israel" ceremony with an interpreter in sign language.

CANADA: The Jewish community in Montreal has agreed to give financial support to the construction of a new extension of the Helen Keller Home in Israel. This extension will be a "communal and education center for deaf youth." Leaders of the Jewish community raised funds during its annual campaign, The March to Jerusalem.

ASIA AND OCEANIA: At the initiative of the Iranian Sports Club of the Deaf, a sports confederation of the Deaf in Asia and Oceania was formed on July 23, 1977. Its members are Australia, Bangladesh, Iran, India, Israel, Japan and New Zealand. This item was announced in the September issue of *Demama*.

SCANDINAVIA: The editor of the Norwegian magazine for the deaf, Thorbjørn Sander, is being attacked for his view on sign language in the Scandinavian magazines. His debates with Swedes, Danes and Norwegians are quite lively but sometimes hostile. They are expressing their feelings about various forms of sign language such as signed language, i.e., signed English; sign language, i.e., Ameslan. Mr. Sander has no objection to the use of Norslan (Norwegian sign language) among the deaf but wishes to see signed Norwegian used at schools.

DENMARK: *Proceedings of the Vth World Conference on Deafness*, edited by Lars von der Lieth, (242 pages with text and pictures) is now available, for sale. Its price is 70 Danish Kroner. It can be ordered from Danske Doves Landsforbund, Brohusgade 17, 2200 Copenhagen N, Denmark. Postage is not included.

GREAT BRITAIN: The demand for interpreting services in Great Britain is growing probably as rapidly as it did in the U.S. Letters to the Editor in the No. 12 issue of Vol. 11 of the *British Deaf News* give some evidence about this development. Mrs. Brenda Sutcliffe, wife of Canon Sutcliffe, is one of the first interpreters for deaf college or university students. The mother of one of these students writes: ". . . once there is a good registry of interpreters, known to deaf students, more of them would be willing to go to colleges or universities. There are so many wasted talents among the deaf" (p. 395). Here I can mention our Registry of Interpreters for the Deaf

was one of the important contributions to the establishment of the British Registry of Interpreters.

SOUTH AFRICA: Another deaf person, John Turner, was ordained as a Catholic priest in December 1978. Rueben Altizer shared this news item with me.

SWEDEN: *Tekkentydaren*, the newsletter of the Stockholm club of the deaf, gave more information about the planned distribution of TTY's. If the budget request is approved by the Swedish parliament, every deaf person will even-

tually have a teletype set (similar to TV-Phonics) according to the following plan:

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DEAN OF THE COLLEGE OF ARTS AND SCIENCES DEAN OF THE SCHOOL OF EDUCATION AND HUMAN SERVICES DEAN OF THE SCHOOL OF COMMUNICATION

Gallaudet College is a fully accredited, multi-purpose institution of higher education serving the needs of the deaf. Founded in 1864 as an institution authorized to confer liberal arts degrees, the college currently encompasses undergraduate programs for deaf students, graduate programs for training both deaf and hearing students in professional areas which serve deaf people, the Model Secondary School for the Deaf, the Kendall Demonstration Elementary School, and divisions for Research, Public Services and Continuing Education. The college is located on a 92-acre campus in Washington, D.C., and it has over 1500 undergraduate and graduate students and 200 faculty members. It is a member of the Washington Consortium of Universities. While Gallaudet College is a private, non-profit educational institution, it receives substantial continuing support from the Department of HEW.

Gallaudet College is in the process of reorganization its academic program. Applications are invited for the three academic dean positions created by this ongoing process.

Position Description: Dean of an Academic Unit

The Dean is responsible for administration, supervision, and leadership in the unit. As the chief executive officer of the unit, the Dean assumes responsibilities for the development and execution of policies, programs, regulations, and professional matters within the unit, and will be expected to teach at least one course a year in an area of interest or specialization. The Dean will have substantial contact with students, faculty, and departments and will work with faculty committees that are active in recommending academic policies. The Dean reports directly to the Vice President for Academic Affairs.

The College of Arts and Sciences includes divisions of Sciences, Social Sciences and Humanities. Masters programs are offered in School Psychology and Business Administration. The newly-established School of Education and Human Services currently includes programs in Education of the Hearing Impaired, Counseling, Rehabilitation Counseling, and a Ph.D. program in Special Education Administration. The newly-established School of Communication will tentatively include programs in Audiology and Speech, Sign Language, and Linguistics.

Applicants for each position should possess an earned doctorate from an accredited institution, evidence of academic leadership, college teaching experience, and a record of research, scholarship and professional involvement. Because of the college's mission of serving deaf people, persons who are hearing impaired or possess sign language skills are encouraged to apply. Qualified individuals without these skills must be willing to attend training programs on campus for learning the Simultaneous Method of communication (sign language combined with speech or lip movements). Each position is available July 1, 1979. Academic rank is negotiable and salary is highly competitive.

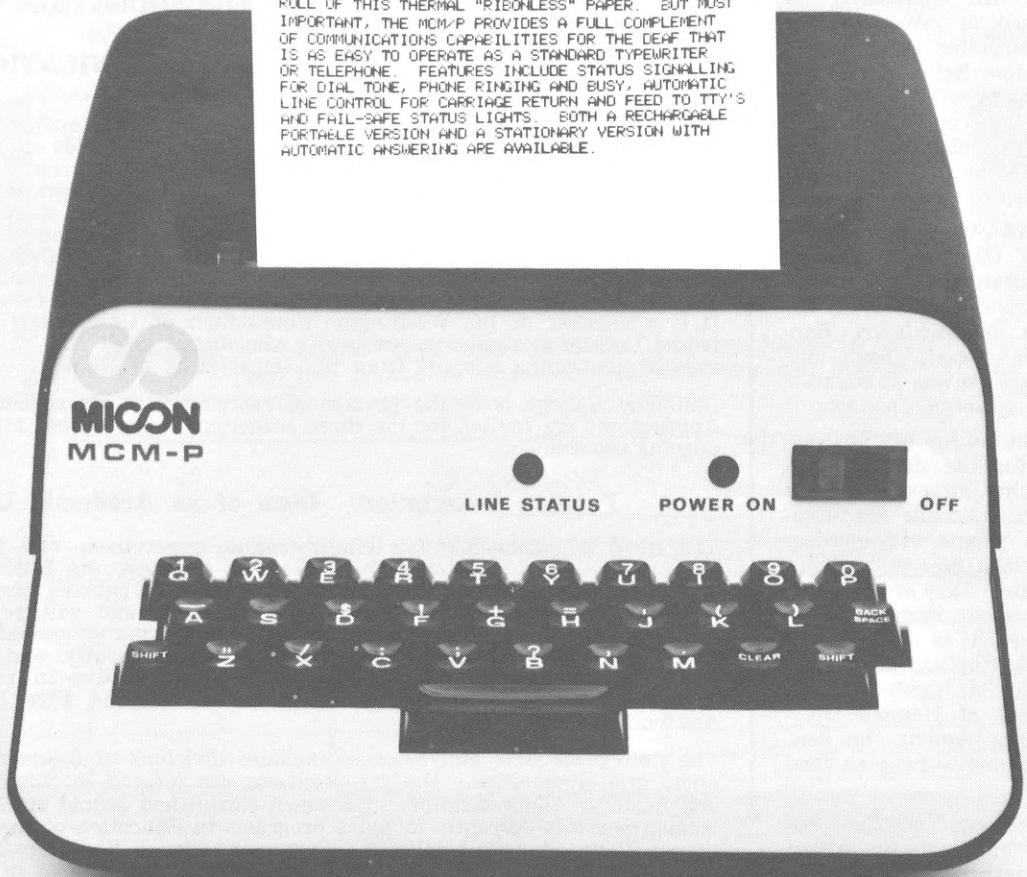
Applications should include a letter of interest, vita, and the names and addresses of three references. The deadline for receipt of applications is April 15, 1979. All materials should be directed to:

Mr. Philip P. Kerstetter
Co-ordinator, Search Committees
Office of Academic Affairs
Gallaudet College
Washington, D.C. 20002

Gallaudet College is an Equal Opportunity Employer/Educational Institution.

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The Deaf American

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

Eastern Schools for the Deaf Wrestling Tournament, Marie H. Katzenbach School, New Jersey, January 26 and 27, 1979

Individual Champions:

101 lbs.—Martin, Pennsylvania
108 lbs.—Rios, Lexington
115 lbs.—Lopez, American
122 lbs.—Teehan, American
129 lbs.—Green, New York
135 lbs.—Clamivitti, New York
141 lbs.—Estraca, Pennsylvania
148 lbs.—Runk, Maryland
158 lbs.—Johnston, Maryland
170 lbs.—Muhler, Maryland
188 lbs.—Miller, Pennsylvania
Heavyweight—Bulle, Model Secondary School

47th Annual Eastern Schools For The Deaf Basketball Tournament (Division I), West Virginia School

American 45, New York 38
Katzenbach 40, Model Secondary 30
St. Mary's 45, West Virginia 40
Maryland 88, Pennsylvania 62
New York 53, Model Secondary 52
Pennsylvania 49, West Virginia 33
American 45, Katzenbach 40
St. Mary's 81, Maryland 66
Model Secondary 49, West Virginia 45
Pennsylvania 47, New York 38
Katzenbach 70, Maryland 54
American 59, St. Mary's 49

Team Standings:

1st Place—American School (Connecticut)
2nd Place—St. Mary's School (New York)
3rd Place—M. Katzenbach School (New

47th Annual Eastern Schools for the Deaf (Division II)

Basketball Tournament, Lexington School, New York—1979

Rhode Island 79, Gov. Baxter (Maine) 48
Mill Neck (New York) 50, New York (Rome) 43
Rochester (New York) 73, Mystic (Conn.) 50
Lexington (New York) 71, Scranton (Penn.) 57
New York (Rome) 75, Gov. Baxter (Maine) 39
Scranton (Penn.) 51, Mystic (Conn.) 35
Mill Neck (New York) 66, Rhode Island 51
Lexington (New York) 73, Rochester (New York) 50
Mystic (Conn.) 74, Gov. Baxter (Maine) 43
New York (Rome) 63, Scranton (Penn.) 56
Rochester (New York) 73, Rhode Island 47
Lexington (New York) 46, Mill Neck (New York) 26

Team standings:

First Place—Lexington, New York

HOTLINE SPORTS

1979 Sports Calendar

March 17—36th Annual Bowling Classic, Detroit (DAD), Michigan
March 17—Bowling Classic, Chicago (10-Pin Club), Illinois
March 24—Bowling Classic, Omaha, Nebraska
March 24—Bowling Classic, Aurora, Illinois
March 24-25—Atlantic Coast Deaf Sports Club's Bowling Tournament, Philadelphia, Pennsylvania

March 28-31—35th Annual AAAD National Basketball Tournament, Houston, Texas

March 31—Bowling Classic, Louisville, Kentucky

April 7—Bowling Classic, Chicago (CCD), Illinois

April 8—Bowling Classic, Glen Burnie, Maryland

April 20-22—43rd Annual GLDBA Bowling Tournament, Rochester, New York

April 20-22—32nd Annual ADWBA Bowling Tournament, Rochester, New York

April 21-22—Mixed Singles Bowling Classic, West Covina, California

April 28—Bowling Classic, Minneapolis, Minnesota

April 28-29—1st Annual Invitational Volleyball Tournament, Columbus (sport Club), Ohio

May 4-6—33rd Annual Eastern Association of Deaf Bowlers' Bowling Tournament, Hartford, Connecticut

May 4-6—10th Annual Atlantic Coast Deaf Women's Bowling Tournament, Hartford, Connecticut

May 12—Bowling Classic, Akron, Ohio

May 13—Bowling Classic, Glen Burnie, Maryland

May 19—Bowling Classic, Des Moines, Iowa

May 19-20—Ohio Deaf State Bowling Tournament, Dayton, Ohio

May 25-27—38th Annual Pacific Coast Deaf Bowling Tournament, San Francisco, California

May 25-27—2nd Annual Central States Bowling Tournament, Chicago (CCD), Illinois

May 26-27—Dixie Bowling Tournament, Mobile, Alabama

June 8-10—3rd Annual CAAD Regional Volleyball Tournament, Dayton, Ohio

June 9—Bowling Classic, Flint, Michigan

June 10—Bowling Classic, Glen Burnie, Maryland

July 7—Softball Classic, Dallas, Texas

July 7-8—2nd Annual Softball Invitational Tournament, Columbus (Sport Club), Ohio

July 8—Bowling Classic, Glen Burnie, Maryland

July 9-15—Annual World's Deaf Championship Bowling Tournament, Tulsa, Oklahoma

July 9-14—NDWBA Bowling Tournament, Tulsa, Oklahoma

July 31-August 2—Midwest Deaf Golfers Golf Tournament, Monroe, Michigan

August 9-11—Northwest Regional Softball Tournament, Great Falls, Montana
 August 12—Bowling Classic, Glen Burnie, Maryland
 August 31-September 2—36th Annual CAAD Regional Softball Tournament, Louisville, Kentucky
 September 1-3—Atlantic Coast Deaf Sports Club's Super Bowling Tournament, New Castle, Delaware
 September 9—Bowling Classic, Glen

Burnie, Maryland
 September 20-22—4th Annual AAAD National Slo-Pitch Softball Tournament, Cleveland, Ohio
 October 14—Bowling Classic, Glen Burnie, Maryland
 November 11—Bowling Classic, Glen Burnie, Maryland
 December 9—Bowling Classic, Glen Burnie, Maryland

1979 ESDAA Girls Basketball Tournament, Model Secondary School, Washington, D.C.

Division A

Pennsylvania 46, Katzenbach 31
 American 54, Maine 24
 Katzenbach 52, Maine 32
 Model Secondary 37, Pennsylvania 34
 American 31, Maryland 25
 Pennsylvania 49, Maryland 18 (third place)
 Model Secondary 45, American 10 (championship)

Division B

St. Mary's 42, Scranton 19
 Rochester 45, White Plains 37
 White Plains 46, Scranton 17
 Rhode Island 43, St. Mary's 19
 Rome 43, Rochester 28
 St. Mary's 23, Rochester 21 (third place)
 Rhode Island 47, Rome 35 (champion-

ship)

Team Standings:

Division A

First Place—Model Secondary, Washington, D.C.

Second Place—American School, Connecticut

Third Place—Pennsylvania School

Fourth Place—Maryland School

Fifth Place—Marie Katzenbach, New Jersey

Sixth Place—Maine School

Division B

First Place—Rhode Island School
 Second Place—Rome School, New York
 Third Place—St. Mary's New York
 Fourth Place—Rochester, New York
 Fifth Place—White Plains, New York
 Sixth Place—Scranton, Pennsylvania

3rd Annual California Classic (Boys) Basketball Tournament, Berkeley School—February 1-3, 1979

Washington 53, New Mexico 34
 Riverside 78, Oregon 37
 Colorado 55, Utah 51
 Berkeley 52, Arizona 36
 New Mexico 56, Oregon 35
 Arizona 57, Utah 32
 Washington 57, Riverside 42
 Berkeley 87, Colorado 39
 Oregon 43, Utah 38
 Arizona 38, New Mexico 37
 Riverside 59, Colorado 55

First Annual California Classic (Girls) Basketball Tournament, Berkeley School—February 1-3, 1979

Colorado 40, Washington 32
 Arizona 41, Berkeley 23
 Oregon 31, Utah 27
 Riverside 49, New Mexico 26
 Washington 43, Berkeley 23
 New Mexico 24, Utah 23
 Colorado 31, Arizona 27
 Oregon 30, Riverside 28
 Berkeley 50, Utah 34
 Washington 30, New Mexico 18
 Arizona 36, Riverside 25
 Colorado 49, Oregon 28

Tournament All Stars (Girls)

First Team: D. Campbell, Oregon; D. Lugo, Berkeley; R. Dean, Berkeley; S. Marsh, New Mexico; J. Barry, Washington

Second Team: D. Page, Utah; G. Kuhn, Washington; R. Moers, Colorado; K. Catrona, Washington; K. Clark, Riverside

Most Valuable Player — Jack Barry, Washington

Most Valuable Player — Teri Lehnerz, Colorado

Position In Haiti

NEEDED—Mature persons with sign language skills for teaching/assisting at Haiti Christian Center for the Deaf. Working largely with children and youth in basic education and vocational skills. Contact Mervin Kenney, Brethren Volunteer Service, 1451 Dundee Avenue, Elgin, Illinois 60120.

After 20 Years, He's The First



Ron Smith

Ron Smith is now a special guy to his bowling team and to his league because Wednesday, January 24, 1979, was the special day when Ron rolled 12 perfect pocket hits for his first perfect game in American Bowling Congress sanctioned league play. It was also the first time in the Rochester Deaf Bowlers League 20-year history at Perry's Bowling Center that anyone has scored a 300 game in league play. Ron also scored his first 700 series that night with games of 195—300—206 for 701.

Ron is a once-a-week bowler with a 177 average. He subs about 12 times a year for a hearing bowling team and maintains a 172 average with them. Ron attributes part of his achievement to Terry Dickson (who is also deaf) of Dickson's Pro Shop. Ron asked Terry to drill his new ball and to accompany him on his tryout with the new grip on Saturday, January 13. Keeping Terry's pointers in mind, Ron rolled a 238 game and a 598 series on Wednesday, January 17, and then came the perfect game on the 24th, the achievement of the bowler's dream.

Ron's previous high game was 270 in 1966 at the New York State Association of Deaf Bowlers Tournament in Syracuse. His previous highest series was in 1974 at the same tournament in Buffalo. Ron's favorite uncle, Andy Lozoski, bowled a 300 game in 1949. Ron always admired the ABC ring that his uncle wore. Now almost 30 years to the day, Ron equalled his uncle's feat and will be wearing the same kind of ABC ring.

Ron has been bowling for 25 of his 35 years. Starting at age 10 in a Junior League on Saturdays and later on a league at the St. Mary's School for the Deaf, Buffalo, Ron bowled with the Buffalo Club of the Deaf for two years

(Continued on page 31)

We Did Not Win A Medal At Meribel

By ART KRUGER, Sports Editor
2835-F Hilliard Road, Richmond, Virginia 23228

It was a Frenchman, Baron Pierre de Coubertin, who reactivated the Olympics in 1896 at Athens, and it was another Frenchman, E. Rubens-Alcais, who created the first World Games for the Deaf in 1924 at Paris.

And when the French ski resort of Meribel was chosen for this year's IX World Winter Games for the Deaf it was as if coming back to their place of origin. Last year Norway found it necessary to withdraw as host of the IX Winter Games, but the Federation Sportive des Sourds de France under its able president, Marcel Alie, in a very short time successfully organized and put over these Winter Games, January 21-27, 1979.

Meribel, which stands in the heart of the Three Valleys, is the largest skiing area in the world. There are 37 ski lifts that have a carrying capacity of 28,000 people per hour, and there are 39 tracks with over 80 kilometers of skiing. And it has accommodations for 13,000 tourists. All chalets and hotels are made of the same stone and wood with slate roofs, which are one of the charms of Meribel. Our hotel during our stay in Meribel was Hotel Les Arolles, a three-star hotel.

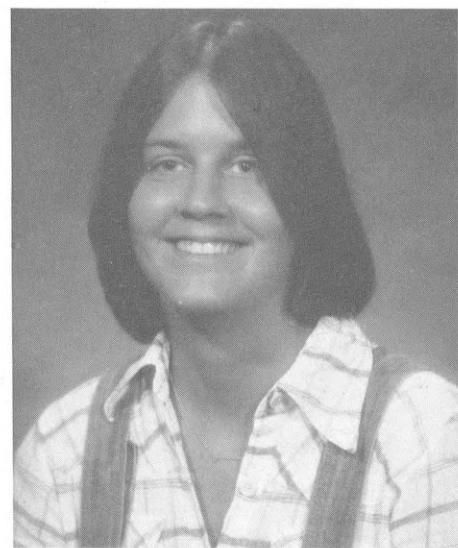
In the fantastic setting of the French Alps, a total of 112 deaf skiers from 14 countries participated in the 9th Winter Games. Thirty-two competitors from 10 nations participated in men's cross country races, while 17 skiers from 5 countries took part in women's XC races.

And there were 47 participants from 11 countries competing in men's alpine events, while 16 skiers from 7 nations participated in women's alpine races.

As expected, we did not win a medal at Meribel for the first time since we entered the Winter Games in 1967. We had Ken Murashige of Los Angeles, California, who missed becoming the first American male skier to win a medal for the United States as he placed FOURTH in the downhill race. Tami Marcunuk, now 29, of Fitchburg, Massachusetts, withdrew from the USA team as she couldn't afford to miss two weeks from Boise State University, where she is a physical education student. And the father of the Bonuras, Nancy, 15, and Alex, 16, of Milford, New Hampshire, would not permit them to go to Meribel so that they would not miss attending the Junior Olympics.

Ken Murashige, 28, also was the best male competitor in the giant slalom, as he placed 11th, while Paul Jarrell, 26, of Highland Mills, New York, surprisingly took 13th place.

According to many specialists and officials, the men's special slalom race was the worst in Games history. After the start of the race the contest was hampered by heavy fog. And it was one of the main reasons 8 skiers were disqualified and 11 other skiers were not able to finish the distance. Ken Murashige, who could have placed high or probably won a medal, had the worst



LESLIE KIM ROMAK—She was the only USA woman alpine competitor at the recent 9th World Winter Games and placed 8th in the special slalom. Leslie is from San Leandro, California.

visibility of all when he started the race, and for this very reason, he had to give up. Tim Maloney, 18, of Scenec-tedy, New York, managed to place 15th in the special slalom, while Don Morris, 34, of West Bloomfield, Mich., finished in 18th place out of 47 entrants.

Four years ago at Lake Placid, New York, Andrew Shaw of Australia, Patrick Pignard of France, Vittorio Palatini of Italy, Peter Wyss of Switzerland, Helene Sonderegger of Switzerland and the Pelletier sisters, Mireille and Brigitte, of France were big names, and they continued to shine at the Meribel Games.

Competition was keen in three men's alpine events between Shaw and Pignard, as well as in the women's races between Sonderegger and the Pelletier sisters.

Four years ago Shaw was 10th in the downhill and took the silver medal in the giant slalom and a bronze medal in the special slalom. Now, 22, he finally achieved his ambition by winning two GOLD medals in these slalom races. Pignard was second in the giant slalom, led after the first run in the special slalom but failed to finish in the second run. Four years ago at Lake Placid, Pignard was the winner in the giant slalom and got a silver medal in the special slalom. And Swan, hoping to become the first male skier in the history of the CISS Winter Games to earn the triple crown in alpine skiing, was soundly beaten by Pignard and placed second in the downhill race. Pignard who did not place among the six finishers in the downhill at the Lake Placid Games won this event at Meribel by three seconds over Swan. Peter Wyss, now 22, who led a Swiss sweep and also



USA CONTINGENT—The American delegation made up of 22 skiers and officials lined up at the skating rink during the opening ceremony of the 9th World Winter Games for the Deaf at Meribel, France. Holding the USA flag (unseen) is Ken Murashige of Los Angeles, California. He did well for the United States, placing fourth in the downhill race and 11th in the giant slalom. (All of these photos in this issue were taken by James A. Barrack, AAAD/WGD Committee Treasurer).



"Olympic" Bowl—It was lit for seven days during the 9th World Winter Games for the Deaf at Meribel, France, January 21-27, 1979. The Bowl is located at Parc des Sports (skating rink) where the opening and closing ceremonies took place. Standing is Art Kruger, Chairman of AAAD/WGD Committee.

fourth and fifth places in the men's downhill at the Lake Placid Games, finished third, thus spoiling Ken Murashige's chance to win a bronze medal.

Despite his age of 38, Vittorio Palatini, added two more medals when he placed third in both giant slalom and special slalom. And in his five WGD appearances, Palatini has won a total of 11 medals (6 gold, 1 silver and 4 bronze).

The Pelletier sisters scored an upset victory in the women's giant slalom, surprising the favorite Sonderegger as Mireille, 16, and Brigitte, 17, won first and second places, respectively, and prevented Sonderegger from taking her second consecutive triple crown in women's alpine skiing. Proving she's still the queen of the hill, the 21-year-old Sonderegger edged rising French star Brigitte Pelletier in the special slalom and also the Pelletier sisters in the downhill. Sonderegger has earned a total of 9 medals in three WGD meets, 6 gold, 2 silver and 1 bronze.

It is interesting to note that Andrew Swan clocked exactly the same time in both runs of the giant slalom in 1 minute 8.95 seconds each run for a total of 2 minutes 17.90 seconds. The first run was through 45 gates, the second through 48 over the 330-meter course.

Hans Lie is the oldest skier among the WGD participants and despite his age of 48 he placed in 14th places in both special slalom and downhill. He agreed that the Meribel ski tracks were the toughest since he competed for Norway in 1953. "The fast track with several sharp bends requires a lot of technical skill. That's the way I like

it," Lie said. Leslie Kim Romak, 20, the only American woman skier from San Leandro, California, did not compete in the downhill as she decided that the track was "too dangerous." She placed 8th in the special slalom.

Paul Jarrell suffered a six-stitch gash on his chin as one of his skis broke and hit him during a practice downhill run. He had to withdraw from competition in the downhill.

France finally was tops in the alpine events, while the Soviet Union, as expected, continued to dominate nordic

racing. Medal standings in alpine and cross-country events:

	Alpine			
	Gold	Silver	Bronze	Total
France	2	4	1	7
Switzerland	2	0	2	4
Australia	2	1	0	3
Italy	0	0	2	2
Norway	0	1	0	1
West Germany	0	0	1	1
	6	6	6	18

	Nordic			
	Gold	Silver	Bronze	Total
Soviet Union	5	5	3	13
Finland	1	0	2	3
Norway	0	1	0	1
Sweden	0	0	1	1
	6	6	6	18

Countries failing to win a medal in alpine events: Austria, Canada, Japan, Poland and USA.

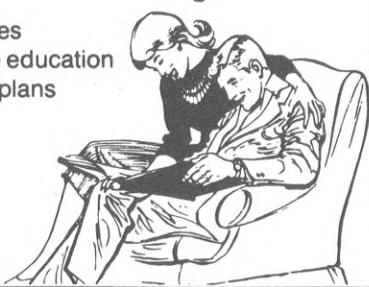
Canada, Poland, France, West Germany, Switzerland and USA failed to place in medal standings in cross country races.



SOVIET UNION GIANT—Valery Korablinov was all smiles when he was elected to the CISS Executive Committee at the 25th Congress. He's 6 feet and 7 inches tall and weighs over 250 pounds.

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THE PELLETIER SISTERS—Rising French stars, Brigitte, 17, left, and Mireille, 16, won a total of five medals out of possible 9 in women's alpine races. They have two brothers and another sister who are deaf. Their parents are deaf, too.

Top six finishers in the alpine and nordic races:

Giant Slalom (One Run for Women and Two Runs for Men)

Women: 1) Mireille Pelletier, France, 1:11.85; 2) Brigitte Pelletier, France, 1:15.08; 3) Helene Sonderegger, Switzerland, 1:17.18; 4) Veronique Paiani, France, 1:23.46; 5) Christine Meyer, West Germany, 1:26.77; 6) Ingrid Klingenmaier, West Germany, 1:28.37. (Leslie Romak of USA did not finish as her skis came out.)

Men: 1) Andrew Swan, Australia, 2:17.90; 2) Patrick Pignard, France, 2:21.14; 3) Vittorio Palatini, Italy, 2:22.38; 4) Peter Wyss, Switzerland, 2:24.16; 5) Pierre Pelletier, France, 2:26.96; 6) Michel Beney, Switzerland, 2:28.90. (Ken Murashige of USA was 11th in 2:35.66, while Paul Jarrell of USA was a surprise 13th in 2:37.90. Tim Maloney was disqualified, while Donald Morris, Robert Ferrance and Bruce Galoob did not finish as their skis came off.)

Special Slalom (Two Runs)

Women: 1) Helene Sonderegger, Switzerland, 1:00.37; 2) Brigitte Pelletier, France, 1:04.70; 3) Ingrid Klingenmaier, West Germany, 1:11.93; 4) Veronique Paiani, France, 1:12.83; 5) Marjorie Cameron, Canada, 1:20.03; 6) Elfriede Kampfer, Austria, 1:22.12. (Leslie Romak placed 8th in 1:29.32.)

Men: 1) Andrew Swan, Australia, 1:18.80; 2) Torkel Hoff, Norway, 1:20.17; 3) Vittorio Palatini, Italy, 1:20.34; 4) Jorgen Holden, Norway, 1:21.06; 5) Michel Beney, Switzerland, 1:24.10; 6) Peter Wyss, Switzerland, 1:24.66. (Tim Maloney and Donald Morris made the best showing for USA as they placed 15th and 18th in 1:32.34 and 1:33.60 respectively. Douglas Dickinson and Bruce Galoob finished 25th and 26th in 1:48.17 and 1:52.58 respectively. Ken Murashige had the worst visibility of all racers and he gave up. And Robert Ferrance did not finish in the first run.)

Downhill

Women: 1) Helene Sonderegger, Switzerland, 1:26.98; 2) Mireille Pelletier, France, 1:27.04; 3) Brigitte Pelletier, France, 1:32.12; 4) Ingrid Klingenmaier, West Germany, 1:45.61; 5) Christine Meyer, West Germany, 1:46.37; 6) Marjorie Cameron, Canada, 1:48.28. (Leslie Romak did not start.)

Men: 1) Patrick Pignard, France, 2:05.24; 2) Andrew Swan, Australia, 2:08.17; 3) Peter Wyss, Switzerland, 2:09.68; 4) Ken Murashige, USA, 2:10.85; 5) Torkel Hoff, Norway, 2:12.51; 6) Pierre Pelletier, France, 2:12.62. (Tim Maloney placed 18th in 2:20.48; while Douglas Dickinson and Robert Ferrance finished 29th and 32nd in 2:36.65 and 2:44.63 respectively. Bruce Galoob failed to finish, while Paul Jarrell did not race due to injury to his chin which required a few stitches.)

Men's 15-Kilometer Cross Country

1) Vladislav Mukhin, Russia, 36:05.10; 2) Vladimir Bubnov, Russia, 36:22.13; 3) Serguey Kashin, Russia, 36:43.54; 4) Juri Kuznesov, Russia, 36:58.77; 5) Timo Karvonen, Finland, 37:05.72; 6) Jukka Ala-Marttila, Finland, 37:52.71. (Herb Holbrook and Roger Albert finished in 30th and 32nd places in 55:27.94 and 1:04:11.77 respectively.)

Women's 10-Kilometer Cross Country

1) Nina Ippolitova, Russia, 36:39.71; 2) Nina Vorobiova, Russia, 37:49.52; 3) Tatiana Volguina, 38:30.41; 4) Liudmila Renjina, Russia, 38:46.12; 5) Valentina Poylova, Russia, 39:20.30; 6) Ingrid Storedale, Norway, 40:38.24. (Cathy Sulinski finished 15th but not in last place in 51:47.51.)

Men's 30-Kilometer Cross Country

1) Vladimir Bubnov, Russia, 1:39:52.06; 2) Serguey Kashin, Russia, 1:40:05.77; 3) Jukka Ala-Marttila, Finland, 1:40:23.63; 4) Vladislav Mukhin, Russia, 1:41:25.24; 5) Kauko Hokka, Finland, 1:45:25.81; 6) Juri Kuznesov, Russia, 1:45:53.75. (Herb Holbrook and Roger Albert as expected finished in 28th and 29th places in 2:45:09.69 and 3:03:28.21.)

Women's 3x5-Kilometer XC Relay

1) Russia (Volguina, Vorobiova and Ippolitova), 55:46.41; 2) Norway, 1:04:14.92; 3) Finland, 1:05:01.38; 4) Sweden, 1:06:01.28.

Men's 3x10-Kilometer XC Relay

1) Finland (Timo Karvonen, Kauko Hokka and Jukka Ala-Marttila), 1:40:04.10; 2) Russia, 1:44:21.20; 3) Sweden, 1:49:12:04; 4) Norway, 1:53:02.36; 5) Poland, 2:02:31.82; 6) France, 2:12:54.39; 7) West Germany, 2:18:59.92.

Fifty-five delegates from 32 countries attended the 25th Congress of the CISS at Hotel Les Arolles in Meribel-Mottaret. As far as we know, it was the longest meeting since we first represented the United States in 1957. The Congress started Saturday afternoon, was held all day Sunday and was completed Monday afternoon.

The CISS Executive Committee's proposal on hearing standards for participants

Women's 5-Kilometer Cross Country

1) Nina Ippolitova, Russia, 17:10.00; 2) Nina Vorobiova, Russia, 17:58.51; 3) Tatiana Volguina, Russia, 18:04.99; 4) Valentina Poylova, Russia, 18:23.83; 5) Liudmila Renjina, Russia, 18:41.81; 6) Ingrid Storedale, Norway, 19:28.52. (Cathy Sulinski of USA finished and last in 17th place in 29:14.19.).



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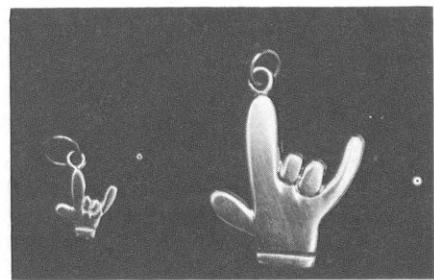
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TOP 9TH GAMES SKIERS—Three of the finest deaf alpine skiers in the world stand on the winners' podium during the closing ceremony. Standing on the top platform is Andrew Swan of Melbourne, Australia, who won a gold medal in the giant slalom. At left is Patrick Pignard of France, and at right is Vittorio Palatini of Italy. They all together earned a total of seven medals out of possible nine in the alpine events for men. A 21-year-old Swinburne Institute of Technology student, Swan won another gold medal in the slalom and gained a silver in the downhill race. Swan is the first non-European to win a gold at the Winter Games and only the third to win two in nine Winter Games. Pignard was the winner in the downhill event, while Palatini took third places in both giant slalom and special slalom.

participation in the World Games for the Deaf was finally adopted. The rules:

1. All athletes must submit an audiogram to CISS not more than one year prior to participation in a World Games. The form for this will be supplied by CISS.
2. To be eligible for participation in the Games, an athlete must have a hearing loss of 55 dB or greater in the better ear (three frequency pure tone average at 500, 1000 and 2000 Hz). These results are to be reported with respect to the I.S.O. 1964 standard reference values.
3. An audiologist hired by CISS and assisted by two (or more) audiologists of the host nation will examine these audiograms and perform any necessary re-testing. The expenses of these persons will be borne by the organizing committee.
4. In addition to examining any athletes whose hearing is challenged, the audiologists will also examine a person selected at random from among the first three finalists of each individual event and two contestants selected at random from each championship team.
5. a) In the event of fraud, the contestant will be permanently eliminated from all competition, his name struck from the records and any medals he may have been awarded will be confiscated.
b) In the event that fraud is detected in a member of a team, the entire team shall be

disqualified and its name removed from any record in the Games. Medals will be confiscated. The offending member will be permanently barred from participation.

- c) The Executive Committee of CISS will determine the amount of any fine to be levied upon the offending federation in cases of fraud.
- d) Participants will not be examined more than once during a Games except when additional evidence of possible fraud is strong enough to warrant further examination.

Rationale

Federations are reminded that the World Games for the Deaf are intended to be solely for persons with a common loss of hearing. Federations are expected to verify that their athletes have such a loss and should not accept competitors with mild losses for the sake of winning a few more medals.

Pretending to be deaf is a serious offense and will be dealt with as severely as is the case of doping in the hearing Olympics.

Athletes who pretend to have no response at all when their audiogram is made will be suspected of being fraudulent. Further testing using other devices which measure acoustic reflex, such as the impedance audiometers manufactured by Madsen, Amplaid, Danplax or Peters, will be utilized to test such persons. If these machines indicate that the athlete is capable of responding to the audiometer signals, but is consciously refusing to do so, then the athlete will be disqualified from further participation in the current Games even if his actual hearing loss is adequate for participation. It is vital that athletes cooperate in giving an accurate and honest audiogram. Hence, attempting to "defeat the machine" will be penalized.

CISS strongly believes that the great majority of our athletes can meet these standards without difficulty. The few who cannot should accept that fact gracefully for the good of the majority.

Other important proposals adopted:

- 1). The name of the title "Comite International des Sports Silencieux", i.e. "International Committee of Silent Sports," was changed to COMITE INTERNATIONAL DES SPORTS DES SOURDS, i.e., "International Committee

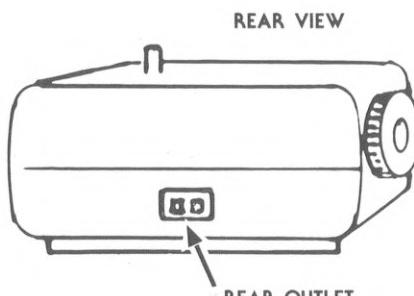
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of Deaf Sports." In this way the abbreviation CISS remains unchanged.

2). There will be a maximum of only eight nations taking part in team sports in the World Games for the Deaf. So far 20 nations have registered for soccer, and this will necessitate four playoff zones to determine which six teams will compete in the WGD finals. The host country, and Romania, the 1977 WGD champion, are exempt from the playoffs. Argentina, Canada, Mexico and the United States will have to participate in the playoffs to determine which country will represent the American zone in the World Games, probably in Mexico City in December 1979. With 13 countries interested in basketball, the CISS will arrange playoffs to select 8 teams for the 1981 World Games. The United States will not have to take part in the playoffs because it is defending champion.

The proposal to expell the Republic of South Africa from the CISS was defeated, but it will not be permitted to participate in international games.

Chess, badminton, karate and bowling were proposed as new sports of the

CISS World Games, but all were rejected.

The delegates from Iran gave a very good report on the plans for the 1981 Summer Games at Tehran, and they seemed like they haven't given up the 1981 Games yet. The CISS is giving Iran a 90-day extension with the hope that the political situation will improve. Frankly, at this writing we wouldn't go to Tehran ourselves. **There is a possibility that West Germany may replace Iran as the site of the 1981 Summer Games. The CISS Executive Committee decided, upon appeal from West Germany, to award them the Games immediately and unconditionally. They will make a strong effort to persuade their government to fund the Games in 1981 but if that fails, then they have been authorized to plan for 1982.**

It is really too bad about the Iran setback. It has quite a set of facilities for the World Games, and if held, would be the best in the history of the CISS. Furthermore, Iran would be a nice place to visit for our athletes and followers.

Jerald M. Jordan of USA, Knud Sondergaard of Denmark and Furio Bonora of Italy were re-elected to serve on the CISS Executive Committee for another four years. Likeable Valery Korablinov of the Soviet Union was elected to the board. The CISS Executive Board then re-elected Mr. Jordan as CISS President.

The next World Winter Games for the Deaf, the 10th edition, will be held in Madonna Di Campiglio, Italy, in 1983. The site is very well advertised, and we think Italy will be very successful. Italy won the bid over Japan's Sapporo as the site.

The best news of all is that basketball for women will definitely be on the pro-

gram of the CISS World Games in 1981.

P.S.: Even though we failed to win a medal, we should say we had the finest group of USA skiers and officials in the history of American participation in the Winter Games. We all got along beautifully, and all skiers behaved commendably. There were 22 people making up the USA contingent for these Games.

Paul Jarrell entered an all hearing race on February 3 in Great Gorge, New Jersey, and out of 86 competitors he came in second and won another trophy.

Ron Smith, 300 Bowler

(Continued from page 26) after graduation. He moved to Rochester, New York, about 11 years ago and has been with the Rochester Deaf Bowlers League since.

An interesting fact emerging during the interview with Ron: In all the 25 years that Ron has bowled, he has always been a one-a-week bowler except for the two years that he was with the Buffalo Club of the Deaf during 1964 and 1965, when he bowled twice a week.

Ron is married to Gail (Harvey) who is also an avid bowler. They have two girls, Dina 8 and Tina age 5. Both Dina and Tina attend the Rochester School for the Deaf.—Harry H. Scofield

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(Before May 25, 1979)

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NATIONAL ASSOCIATION of the DEAF

Ralph H. White, President

Albert T. Pimentel, Secretary-Treasurer

Frederick C. Schreiber, Executive Director

President's Message

Ralph H. White

2504 Bluffview Drive
Austin, Texas 78704



This month's message is a collection of comments.

Sectional Development

As the NAD becomes larger and larger, it is inevitable that there should occur within the organization the establishment of special interest groups. The NAD recognizes that section growth is important for developing organizational strength. In response to the need to provide for the orderly development of sections, the NAD Board of Directors adopted a set of specific guidelines.

1. Sections shall be established only with the approval of the NAD Board of Directors.
2. In order to establish a section there shall be created by the NAD Board of Directors an ad hoc committee selected from at least 10 names submitted by the proposer of such a section. A minimum of five persons shall be on this ad hoc committee.
3. All ad hoc members shall be Advancing Members of the NAD.
4. The ad hoc committee shall determine if there is sufficient interest to warrant a section and, if so, draw up a tentative set of bylaws which shall be submitted to the NAD Law Committee, and through the Law Committee to the NAD Board of Directors prior to establishing the section.
5. Included in the bylaws will be the normal Articles, such as name, objectives, membership, meetings, board of directors and/or officers, duties and such other headings as may be deemed appropriately relevant.
6. It shall be a basic requirement of each proposed section that there be a minimum membership of 50 Advancing Members.
7. Each section shall develop its own budget to be incorporated into the general budget of the National Association of the Deaf. Initially, the budget may not exceed the total of the membership section dues; in subsequent years the sections may request such sums as they deem necessary to function effectively, but in no case shall the budget be less than the section dues. The amount of section dues shall be determined by the section itself.

Other items have to do with fiscal policies and convention programming for sections.

Interested groups in the process of incorporating themselves within the NAD include educators under the leadership of Dr. Mervin D. Garretson, senior deaf citizens under Charlotte Collums and sign language instructors (SIGN) under Kenneth Rust. Members who are interested in becoming involved in any of these sections should contact the appropriate chairperson.

Task Force to Study the Office of Deafness and Communicative Disorders

A task force has been appointed by the Rehabilitation Services Administration to study the Office of Deafness and Communicative Disorders. Chaired by Eunice Fiorito, Special Assistant to Commissioner Robert Humphreys, the study group includes representatives of organizations serving the deaf as well as governmental agencies having major programs serving the deaf. The deaf community has long been concerned about the placement of the ODCD in the Office of Advocacy and Coordination rather than in the Office of Program Operations along with the Bureau for the Blind

and Visually Handicapped. It was felt that the move would weaken ODCD's viability within RSA. At this point in time, the role and function of this office in the reorganization of RSA are vague and nebulous. The task force is an outgrowth of a meeting Fred Schreiber, Mervin Garretson and Norm Tully had with Commissioner Humphrey in the spring of 1978. The task force has met once and is scheduled to meet again in Washington, D.C., April 2. Hopefully, these meetings will result in a clear delineation of the office's mission and goals, organization and administration. The NAD has long considered increased support for the office a high-priority item.

Expanding Roles of Institutions of Higher Learning

It is interesting and refreshing to note an increasing awareness of institutions of higher learning of the changing circumstances affecting deaf people beyond the confines of their campuses. They are responding to the needs of the deaf community by setting up new areas of service. An example is Gallaudet College's impressive document, *New Challenges, New Responses*, which outlines 16 various goals of broadening and deepening the quality and scope of the college's services to deaf people. Of special interest to the NAD is the college's stated goal to champion the rights of deaf people everywhere by expanding and extending leadership and assertiveness training programs and by increasing public awareness of the needs of deaf people and advocating legislation, programs and actions to meet these needs. The college recognizes that many of its goals can be attained by working with the NAD.

Another example is NTID's establishment of the National Center on Employment of the Deaf. In the words of Dr. William Castle, NTID Director, "This center represents an exciting organizational effort to blend the efforts of educators, rehabilitators and employers to assist deaf people nationwide in reaching their career potential in the mainstream of the American workplace."

CSUN has a number of programs and projects designed to improve the leadership capability of deaf people in the community. Other college and universities are engaging in similar programs.

These colleges and universities are making positive responses to new challenges!

Architectural, Transportation, and Communication Barriers Compliance Board

The Comprehensive Rehabilitative Services Amendments of 1978 passed by the 95th Congress and signed into law by President Carter added "Communication" to the title of the Architectural and Transportation Barriers Compliance Board. It represents one of the most significant pieces of legislation for deaf people coming out of Congress in many years. With its broadened scope of authority, the board can now officially deal with the complex communication barriers facing deaf people. Through its legislative, public education and implementation work, it can focus attention on the reduction of the numerous barriers to improve the daily living experience of deaf people. The law specifies that it shall provide technical assistance to Federal, state and private agencies to assist them in complying with accessibility standards through the removal of architectural, transportation and communication barriers. The board is made up of 11 public members, eight of whom must be handicapped. The NAD Board of Directors has selected David Myers, Board Member, Region III, as its recommended candidate for one of the public member positions.

Goals for NAD

As a consumer organization, the NAD is frequently asked to state its goals—both short and long range. Much of the direction for the work of the NAD comes from convention mandates and the actions of the Board of Directors. For the NAD to continue to grow in size and influence, it must evaluate the needs of deaf people and identify issues in the

field of deafness. Then strategies should be mounted to have these needs met or problem areas resolved. All of these call for careful planning and determination of priorities which must be continually updated. This is crucial to the development of a legislative program.

Numerous suggestions have been made to your President as to what should constitute NAD's program and priorities. They include teacher education, rehabilitation counseling education, improved educational and vocational preparation, interpreter services, program accessibility, mental health services, public awareness, parent education and legislation, to name a few. Readers are invited to write sharing their views concerning long and short range goals of the NAD. A composite report of these views will be printed in one of the future issues of THE DEAF AMERICAN.

HOME OFFICE NOTES

By Frederick C. Schreiber



The last thing we mentioned in our Home Office Notes for February was snow. Although it is now March, the effects of the last snowstorm are still with us. It is balmy outside. The sun is shining and the temperature is around 65. But there is an ugly scar and gap where the wall separating the parking lot from the pedestrian walk stands. The wall is leaning drunkenly into the parking lot and provides a daily reminder that we are not only in danger of having a couple of tons of bricks falling on the cars parked next to it, but also at least a \$5,000 repair bill to have it replaced, since it is doubtful that it can be repaired. To make matters worse, there are no companies that are panting for the business. The storm was democratic and gave everybody problems, not just a select few, so that damage to buildings, roads, foundations and the like is everywhere and the companies which do this kind of work are swamped with customers. So we have posted warnings on the wall, advised our tenants that unless they were tired of their cars, they should park elsewhere until we can get the wall taken care of.

We also have our computer in. As promised, the computer was here by the time the February issue of the DA was in the mail. As promised also, it had more bugs than a garbage dump. That is not quite fair because the particular bugs were merely wrong parts and delayed shipments so that it was not set up on schedule. However, the outlook is still very promising and we are eagerly looking forward to getting it operating and being able to do our own thing. We are also looking ahead to the time when we will be able to share computer time with other organizations of and for the deaf and, as a consequence, be able to offer employment to still more deaf people. As most readers know, the NAD employs at this time more than 40 workers, half of whom are deaf. Expanded use of the computer will mean possible employment for computer operators, keypunchers and the like. In this respect, we are continuing our efforts to update our equipment and improve the services that are available through the NAD.

Currently under investigation is the addition of a microfilm printer-reader so that we can dispose of the many records and files that are taking up so much space in the office and in various repositories around the city. Reading the draft of the NAD history that Dr. Byron B. Burnes has written only emphasizes the need to preserve these valuable records for posterity, but there has to be a better way than what we are doing now. The past decade has been one of the greatest growth in the almost 100 years of our existence and we need badly to be sure that the story of this growth is preserved for the generations to come. Microfilming seems to be one way to do it.

Note to Cooperating State Associations

Tentative plans call for only two days during the Centennial Convention in Cincinnati for business sessions. An additional session may be scheduled for the election of officers and board members. This is considerably less time than what is usually allotted to business sessions during conventions. As various cooperating state associations hold their conventions during the next several months, it is important that they be aware of the time limit and plan to consider bills requiring priority attention and action by the Council of Representatives at the convention. If state associations would forward the bills to appropriate NAD committees, it would guarantee that the bills receive careful attention and expedite convention business.

Another project is the purchase of what is known as a perfect binder. This is a machine that will bind loose pages into a book. The proper equipment is an important addition to the Xerox 9200 which we have already purchased. Together the binder and the Xerox will permit us to produce teacher's manuals and other books and pamphlets for which there is only limited sales potential. It is our belief that all this material should be made available to teachers, trainers, counselors and/or other interested people, and that we have the responsibility to do it, but not at a cost that is beyond what people will pay, and not at a cost that would break the Association either. Xeroxing the materials and binding "in-house" will solve this problem and permit us to produce manuals and pamphlets on an as-needed basis.

At the same time, we are completing many of the things that have been left dangling due to staff shortages and illnesses. First has been the study by the NAD Board Home Office Management Committee. This was done in February and while we have not yet received the committee's formal report, feedback indicates that little of a surprising nature turned up. Still the report and recommendations of the committee will be of invaluable assistance both to the staff members here and the Board of Directors in determining future activities.

Also underway is the independent management study relative to our internal structure. This is a study that was proposed originally in 1977 to determine if the salaries paid to our staff members were in line with those paid to organizations similar to ours, to determine if the job descriptions were accurate and reasonable and to provide technical assistance in developing appropriate management techniques for an organization our size. One of the problems that exists in the NAD Home Office is that, like Topsy, we just grew and grew. The Executive Director is proud to say and willing to take on all comers in defense of his ability as a printer, but as chief administrator of a multimillion dollar organization, he admits needing professional help. Still, when all is said and done, it must be that we are doing something right to justify our phenomenal growth.

Our management consultant is F. Brooke Bright. By coincidence, he is also management consultant to the National Retired Teachers Association and the American Association of Retired People. Through this linkage, we are extremely hopeful that we will be able to establish a liaison that will provide for increased services not only to our own senior citizens, but also to all those elderly people who have suffered hearing losses as a result of aging. There should be a lot more on this in the future.

In this connection, we have been involved in many stringent efforts that will have far-reaching effects on the lives of all deaf people and, in some cases, the lives of all disabled people. Of special note is the Davis case which is scheduled for the Supreme Court next month. As reported elsewhere, this is a case where the plaintiffs or the schools are appealing a ruling that required the admission of Ms. Davis to nursing school despite her deafness. The school's contention that Ms. Davis would not make a good nurse is of extreme importance to all of us. If we should lose this case it conceivably could result in a situation like the one

in Russia which was discussed previously, whereby deaf people could be limited in their choice of occupations by outside determination of what we can or can't do. This is also true for other disabilities and places an enormous burden on the staff of the Legal Defense Fund so that they need all the help they can get and all the financial support they can get, too, because our budget for this fund is pitifully small.

At the same time, there is a continual round of meetings relative to the new Vocational Rehabilitation Amendments and the regulations that are being developed as a result. The Executive Director has been involved in the regulations for Interpreter Training Programs. This is one of the programs in the amendments for which no money was provided and for which the Administration has not asked funding. We have asked people in the field—all organizations of and for the deaf—to cooperate in the effort to get Congress to appropriate money for this and for other programs for the deaf, including not only the training centers, but also referral services and TDDs. We are asking that Congress appropriate roughly half of what was originally requested for these services—\$21 million for referral services, \$10 million for training and \$4 million for TDDs—and we are pleased to report excellent cooperation from everyone in this effort, including A. G. Bell.

A second effort dealt with Centers for Independent Living. Both President White and CSP Director Mel Carter, Jr., took part in the deliberations on that part of the law, which is even more important, because the CIL program will be funded through the Administration budget. At the same time, we have been meeting with other concerned organizations regarding the situation in Florida where the governor has announced that in view of the requirement of the Federal government that Vocational Rehabilitation funds be used exclusively for Vocational Rehabilitation, the state would no longer operate the program, implying that the Federal government should take over. The NAD was a party to the original suit to insist that Florida obey the law and use VR funds only for VR, so we have a special interest in the matter. We are attempting to advise the Florida Association of the Deaf on what it can do under the circumstances, since VR clients have been advised that their support will be terminated at the end of June.

Still other activities include wrapping up the deliberations of the Task Force on the Role and Function of the Deafness and Communicative Disorders Office of the Rehabilitation Services Administration. This office is headed by Boyce Williams and there is an intense effort to improve its image, as well as its impact on the Administration's efforts to pro-

vide expanded and improved services for deaf people. Eunice Fiorito, who is RSA's chief advocate, heads the Task Force. She is former director of New York City's Office of the Handicapped and former president of the American Coalition of Citizens with Disabilities. She is a firm advocate for the disabled and a very good friend of deaf people.

Still another effort relates to the International Year of the Disabled Person. This is officially a United Nations project scheduled for 1980-81, and the Executive Director, as a member of the President's People-to-People Handicapped Committee, attended a meeting to plan strategies for the United States' involvement in the program. Obviously, the program has not been well publicized and one of our efforts on this committee is to insure that handicapped people themselves play a prominent part in the project.

At the same time, our normal activities go on. The Public Information Director complains(?) that he has 77 letters requesting information in the Monday mail alone, the Director of the CSP Program is busy lining up programs and places for both the Sign Language Training session and the next National Symposium on Sign Language Research and Teaching. We are preparing a quarterly report from Deaf Community Analysts, Inc., on activities to date and getting ready for a full board meeting of D.E.A.F., Inc., in Boston. At the same time, the Senior Citizens Committee will be meeting in Little Rock, Arkansas, and there is scheduled another meeting of the Centennial Convention Committee as we step up activities in realization that the convention gets closer and closer and time is running out on us.

By the time these notes reach you, we will also have made a decision relative to the Government Relations Officer and the Assistant Executive Director for National Affairs. We will also have scheduled another meeting for the Task Force on the Mutual Alliance Plan to see if we cannot devise a better set of bylaws to present to the Convention in 1980. We have made some progress in this, but still have a long way to go. It is interesting to note that the concept of this Mutual Alliance Plan is not new. In fact, it is considerably older than we have been aware. The early founders of the NAD recognized the need for a cohesive presentation and made numerous proposals which are being realized only today, so to speak. The current NAD setup was proposed over 50 years ago; the umbrella concept behind the Mutual Alliance Plan also appeared in the early years of NAD history—even at a time when there were but a few national organizations of or for the deaf in existence. It is startling, in a way, to realize that recognition of this need appeared so early in the history of the organization, but that it has taken all the years in between to reach the point where the need can be met.

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Leap From Atop Hotel

One day in February as the crowd gawked 12 floors below, a petite woman in funny-looking clothes stood poised atop a Hilton Hotel in suburban Los Angeles, swung her arms shoulder high and leaped into space.

Nobody raised a hand to stop her.

It was just another day's work for Kitty O'Neil, queen of the stunt women. Miss O'Neil, doubling for Lynda Carter, as TV's "Wonder Woman," claimed a record for a stunt leap by a woman—diving 127 feet into an air bag. Then she headed for the airport and flew back to Utah, where she's trying to set a land speed record in a jet-powered car.

The old record for such a jump by a woman: 120 feet. The holder—Kitty O'Neil.

And did you watch on television Saturday, February 24, 1979, the CBS movie "Silent Victory: The Kitty O'Neil Story"? It was really an inspiring film. The two-hour film told the story of her daring, and her fight to overcome handicap and the prejudice against deaf people.

Stockard Channing gave a remarkably stirring performance as the tiny daredevil, made deaf by illness as an infant in Texas. Yet, Colleen Dewhurst nearly stole the spotlight with her gritty portrayal of Kitty's mother, a woman determined that her daughter would lead a normal life. She discarded all traditional methods of teaching the deaf and, by sheer willpower, taught Kitty to read lips and speak. We knew Kitty's mother when we visited her in Anaheim, California, way back in 1964, and Miss Dewhurst looked and acted just like Kitty's real mother.

James Farentino played Duffy Hambleton, who quit his job as a bank vice-president to become a movie stuntman. He and Kitty O'Neil lived together for seven years, during which he trained her as a stuntwoman and encouraged her quest for speed.

Brian Dennehy played Kitty's father, who never agreed with his wife's method of teaching. He was tormented by the fact that keeping her in a regular school subjected her to ridicule by her classmates. Later, he told his daughter, "I never objected to what you are. I only object to not having a say-so in the matter."

Edward Albert played an early boyfriend who introduced Kitty to motorcycles, then ended up taking her for a financial ride.

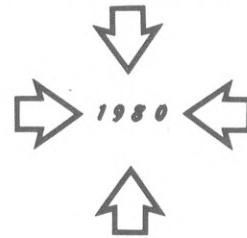
And on the desert salt flats, where Kitty set the women's speed record and came within four miles of the men's record of 622 miles an hour.

Kitty O'Neil holds the women's world land speed mark, and she's out to break every record on "land, snow, sea and air." Her goal is to hit 748 miles an hour and break the sound barrier in a rocket-powered car. She is now writ-

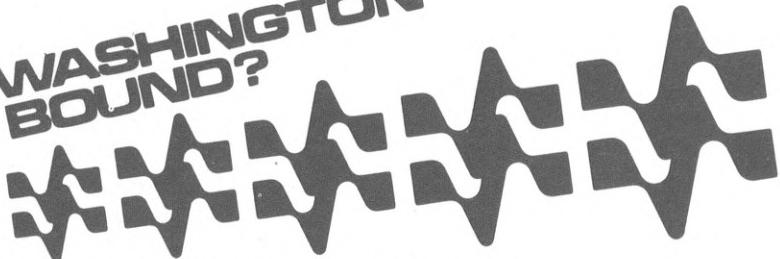


A FIRST?—The January 1979 inaugural address of Arkansas Governor Bill Clinton (right) was interpreted by the Rev. Robert Parrish. Perhaps the first such state inaugural with an interpreter on the platform alongside the principal, this was another milestone in the efforts of deaf Arkansans to gain access and better public awareness of communication problems faced by the deaf in their daily lives. (The original of this picture appeared in a Little Rock daily and in the Arkansas Association of the Deaf's THE DEAF ARKANSAN.)

ing an autobiography. She got interested in speed when she was four years old. Her father let her sit on top of the lawn mower while he mowed the grass. She naturally could feel the vibrations. That's what got her into racing.—Art Kruger.



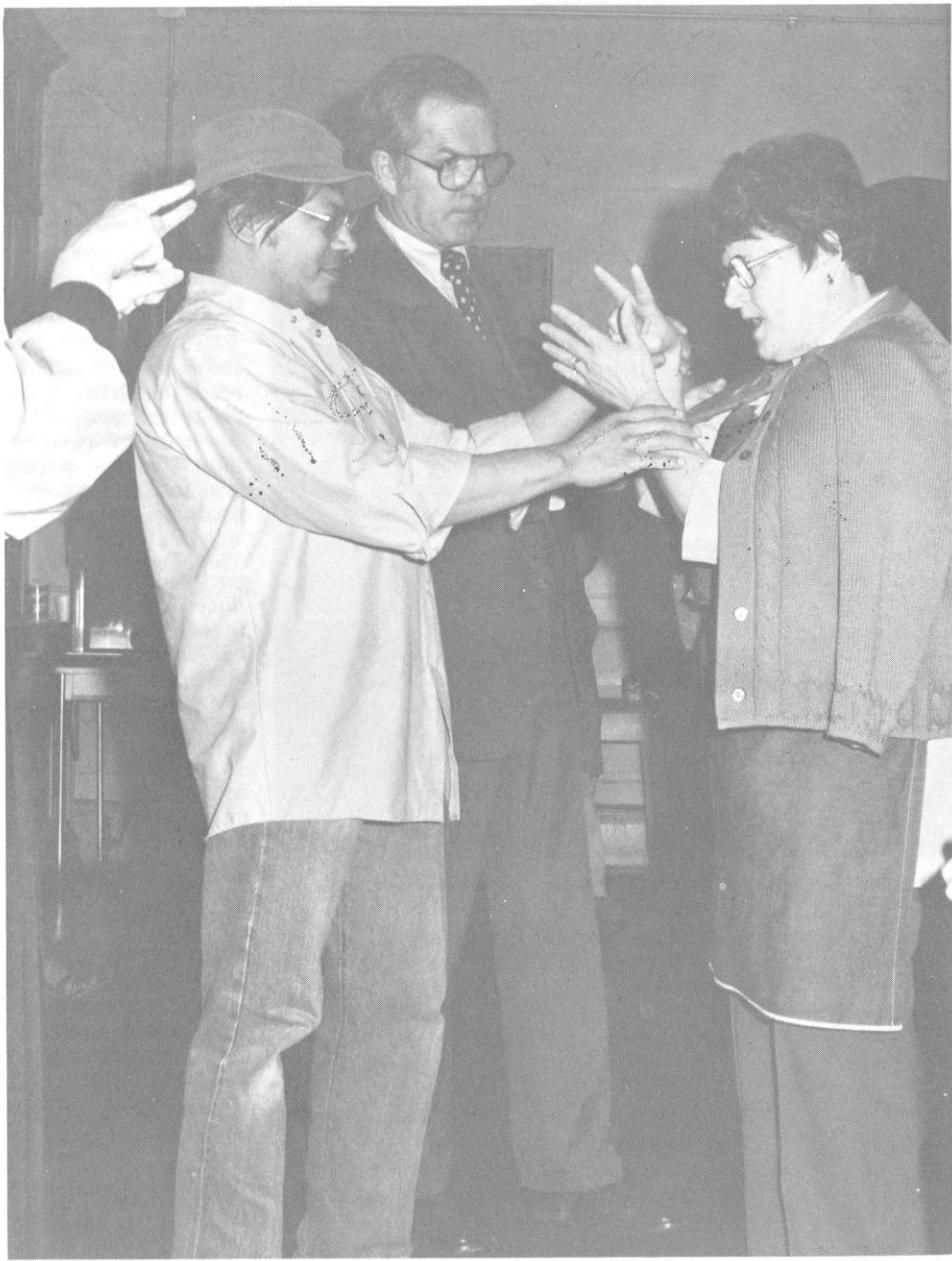
WASHINGTON BOUND?



If you are traveling to our nation's capital, plan to visit THE LOOK OF SOUND — a multi-media, walk-through exhibit on deafness and the work of Gallaudet College. THE LOOK OF SOUND is open Mondays through Fridays from 9:00 a.m. to 4:00 p.m. Additional tours can be arranged for persons with special interests. Groups wishing to visit THE LOOK OF SOUND should make reservations in advance. Phone (202) 447-0741 or TTY (202) 447-0480 or write the Visitors Coordinator, THE LOOK OF SOUND, Gallaudet College, Washington, D.C. 20002.

SEE
THE LOOK OF SOUND!
Gallaudet College

Roy Rios—Blindcraft Worker Of The Year



BLINDCRAFT WORKER OF THE YEAR—At the left is Roy Rios, Blindcraft Worker of the Year, San Francisco Lighthouse for the Blind. Shown with him are James H. Cawood, Executive Director, and Yvonne Thomas, Supervisor.

Rogelio (Roy) Rios, an employed client in the sheltered workshop of the San Francisco Lighthouse for the Blind, has been selected by a committee of his fellow workers and supervisors as "Blindcraft Worker of the Year." Roy was selected on the basis of his work record and excellent attitude.

Working primarily in the broom shop, Roy can wind 100 large brooms a day, or 125 whisk brooms. Additionally, he has mastered all of the many support functions in this age-old craft.

Not allowing his deafness nor his blindness to get in his way, Roy enjoys swimming, boating, hiking and photography. Prior to his job with the Light-

house, Roy worked at a pizza parlor, and according to Lighthouse Deaf-Blind Counselor/Interpreter Ellice Sperber, "He still makes the best pizza in the world! He tosses the dough up into the air and catches it like a pro!"

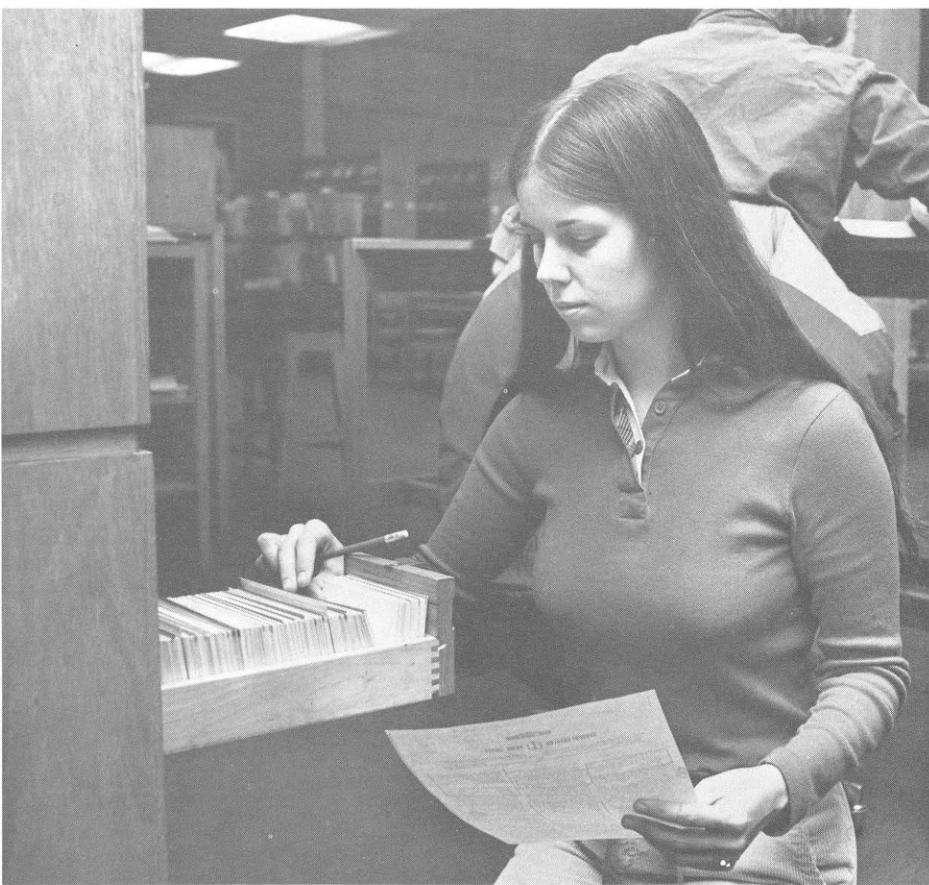
As a result of his selection as Blindcraft Worker of the Year, Roy's name will be submitted by the Lighthouse to National Industries for the Blind for consideration in their annual Peter J. Salmon award, which recognizes the most outstanding worker among its 95 member workshops.

Roy personally accepted a proclamation from San Francisco Mayor Dianne

Feinstein (on January 18), declaring the week of January 28 through February 3 as Blindcraft Week in San Francisco.

The proclamation made special note of the Lighthouse's 76 years of service to the blind, deaf-blind and visually impaired community and applauded the sheltered workshop for providing both long-term and transitional employment for visually handicapped workers. It further encouraged the citizens of San Francisco to join in the celebration of Blindcraft Week and learn more about those members of our community with visual handicaps in "an on-going effort toward better utilization of a vast human resource."

Susan Shobert, University of Utah Librarian



DEAF LIBRARIAN—Susan Shobert, Eccles Health Sciences librarian, says her deafness is no handicap.

Susan Shobert is described as a typical employee of the Eccles Health Sciences Library at the University of Utah, Salt Lake City: knowledgeable, competent and hardworking.

The 22-year-old California native does everything expected of a search and order clerk, except one thing—she does not answer the telephone. Sue is deaf.

But don't call her handicapped. No one she works with does.

Elena Eyzaguirre, head of technical services and Sue's immediate supervisor, puts it this way: "She's deaf like I'm color blind, but you overcome that. I had reservations when Sue was hired, but she has really worked hard to communicate."

Ms. Shobert doesn't consider herself handicapped either. "My parents never taught me to feel that way. Some people handle their deafness well, others don't. It really gets to me to see people seek pity."

Sue suffers from congenital deafness. She was lucky, she says, because the problem was discovered very early and her family has always been supportive in helping her overcome the disability.

When she was eight years-old, Ms. Shobert appeared in the film "Silent World, Muffled World," a production of the Deafness Research Foundation.

The film stressed the social isolation of the deaf child.

But Sue never felt she had a major strike against her. She has worked in libraries since she was 16 and is working on an associate degree in library technology.

"I love the work. Being at the Eccles Health Sciences Library is the best job I've ever had because the people are so special. And that's not propaganda—it's the truth!"

Ms. Shobert has wanted to be a librarian ever since she was 15. The search and order clerk says she finds the medical library very stimulating and plans on a career in a public or university-related library.

As part of her duties, Sue distributes the library's mail each day so she has a chance to circulate and communicate with other staff members. She also has volunteered to interpret for any deaf patient in University Hospital. She lip-reads expertly and has a working knowledge of two sign language systems.

Ms. Eyzaguirre thinks Sue's inability to use the phone has been a blessing in disguise. "People used to be notified by phone when the materials they sought came back into the library. There were a lot of lost messages. Sue now writes them notes and I've found that to be much more effective."

New Research Summary On Deaf Education

Ten years of research in deafness and the education of deaf students has been summarized in a new booklet just published by the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology, Rochester, N.Y.

Called *InfoSeries 3—"A Review of Research at NTID,"* the 92-page publication reveals the topics and types of research NTID conducted between 1967-76. This is NTID's third publication of *InfoSeries* documents designed to share research findings.

"The major purpose of this review," states author E. Ross Stuckless who directs the Office of Integrative Research, "is to bring together results of the first 10 years of research activity at NTID into a single reference source and to organize this work in an integrated and readable way."

More than 100 research papers, reports and journal publications were produced during 1967-76. The bibliography reveals that 95 different persons authored these reports. Eighty were NTID staff members and 15 were associates from other institutions of higher education.

The first four chapters are organized around four general educational processes: Instruction, Learning and Information Processing, Assessment and Planning and Evaluation. More than 125 references are cited—and most concern work originating at NTID.

Copies of the *InfoSeries 3—"A Review of Research at NTID,"* are available from the National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, Virginia, 22161 at \$4.75 each.

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LIBRARY Column

Conducted by ALICE HAGEMEYER

Proposed Guidelines for Serving the Deaf Community at Libraries

The membership of the American Library Association (ALA) includes thousands of librarians, writers, publishers, media specialists, people interested in technology, public relations and continuing education and also representatives from national "civic" organizations.

When I first attended the annual conference in 1976, I was alarmed to find out there was no library structure for deaf people. They were even forgotten within groups of handicapped individuals. In the library world the needs of deaf people appear to fit more with other non-English-speaking people such as the Spanish, or minority groups like the Blacks and Jews. In the ALA each group has its own guidelines, developed with support from their own communities.

"Women" have their own guidelines. Also people with special concerns such as the gays. "Vietnams" who arrived in large numbers 10 years ago already have their own structure. The "blind and physically handicapped" group has had its own guidelines for many years. Many of these guidelines are revised periodically to meet changing needs. Yes, you guessed right about deaf people being left out. Now is the time to develop guidelines to fit our own specific needs!

Last summer the writer received a letter from Dr. Edward Merrill, Jr., expressing Gallaudet College's interest in the newly formed ALA deaf unit (official date: September 1978). Dr. Marvin D. Garretson, Assistant to the President and Immediate Past President of the NAD, and I have been working closely, along with Edward C. Carney, NAD Public Information Officer, in drafting preliminary guidelines.

New members of the steering committee of the new Deaf Service Unit within ALA also have indicated their keen interest in working with members of the deaf community on a format similar to that of other special groups within the ALA. We hope to complete the paper before summer so that each state association of the deaf may discuss it at its convention. In the meantime, I will list some topic outlines that are presently being considered.

1. Who are the deaf?
2. How are our needs different from other groups?
3. The Deaf Community
4. "Handicapped" vs. "special" or "minority groups?"
5. How do library services meet these diverse needs and problems?

A few samples:

Each state association of the deaf should be responsible for monitoring library resources on deaf culture and deaf heritage.

Each state commission for the deaf (like state associations) should establish connections with the state library.

Need for more sharing of library materials and captioned media on deafness, deaf culture and deaf heritage among school, college, university, public libraries and the community.

Need for early training of young deaf people.

Need for a national information and referral center on deaf culture/heritage/services.

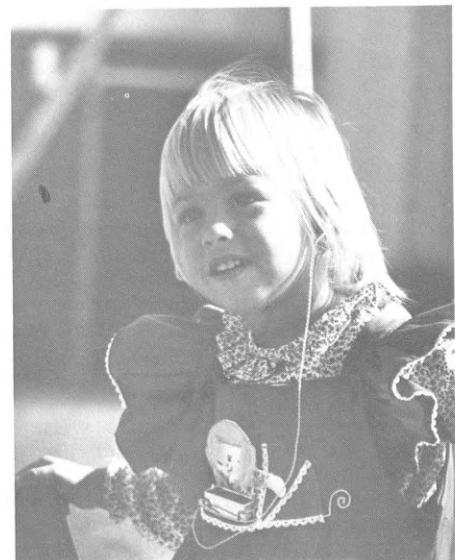
Push for National Deaf Action Week.

Work with continuing education and captioned films.

Our goals would be to reach every deaf person in the country, to reach every type of library, including those in rural areas (deaf people should not have to go to the city—equal accessibility) and many more.

* * *

Next month: **Background of the New Deaf Service Unit within ALA.**



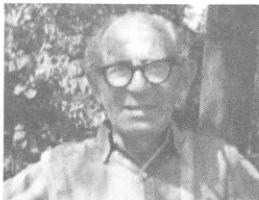
POSTER GIRL—Emily Pesola, 3, of Tampa, Florida, along with Kevin Stittle, 4, of Annandale, Virginia, have been named this year's Better Hearing and Speech Month (May) poster children.

CHURCH DIRECTORY and CLUB DIRECTORY ADS

Current rate: \$12.00 per year (11 insertions), payable in advance. Send orders to Editor, THE DEAF AMERICAN, 5125 Radnor Road, Indianapolis, Indiana 46226.



25th CONGRESS OF THE CISS AT MERIBEL, FRANCE—Center is Eduardo A. Dominguez of Buenos Aires, Argentina. As delegate and president of the Argentine athletic federation, he made a splendid impression upon the delegates attending the Congress and did a fine job of representing Argentina. With him are Jerald M. Jordan of USA (left), CISS President, and Knud Sondergaard of Denmark, CISS Secretary General.



DEAF MUTES OF 14 NATIONS AT LONDON CHURCH SERVICE

London—One of the strangest and most touching services ever held under the mighty dome of St. Paul's Cathedral saw 700 deaf mutes from 14 nations pray and sing today without a sound being heard. They were athletes attending the fourth International Games for the Deaf beginning tomorrow.

Because many nationalities were involved the service was conducted in the international sign language.

One after the other, chaplains and missionaries, some of them also deaf, mounted the lofty pulpit and voicelessly acted out the prayers, hymns and songs with eloquent looks and gestures.

Then the congregation joined in prayers and hymns.—The New York Times, August 1935

* * *

A deaf friend, on whom the writer was urging the importance of trying to make use of his voice as much as possible, put the case in this way. He said, "Suppose I go to a railing station and ask the booking clerk for a ticket, the chances are that at first he does not understand me, and I have to repeat the word over, probably a good many times before I can make him understand. In the meantime everybody's attention is drawn to me, and I become the cynosure of all eyes. If, on the other hand, I simply write on a slip of paper the name of the place I want, and there is no more trouble.—The Glasgow Deaf and Dumb Institution, 1896

* * *

A man was earnestly trying to impress a fellow passenger on a train, but the unwilling listener seemed rather dull of understanding. Somewhat annoyed, he raised his voice and exclaimed, "It's as plain as ABC."

"Yes," replied the other, "but I am deaf." —Humorous English by Esau.

* * *

Some items taken from the book of "The Deaf and Dumb, Their Education and Social Position," by W. K. SCOTT, Ph.D., principal of the West of England Institution for the Deaf and Dumb, 1870, runs as follows:

The instance adduced of a deaf and dumb boy killing his brother, because he saw a butcher kill a pig and wished to imitate him, is not an isolated case, confined to deaf mutes; for within the last twelve months, a case of the same kind has gone the round of the England newspapers as occurring with two children who both hear and speak.

Rev. Mr. Harlow, a deaf clergyman, says: "In order to read on the lips of an individual, it is necessary that he

Harry Belsky's Scrapbook

should speak plainly, deliberately, distinctly and show an expressive face. Those who wear a full beard, raise their voices to a loud tone, speak with rapidity so as to run their words together, or are very verbose with long sentences, show little or no movement of the lips or keep their teeth closed together, are seldom or never understood at all."

We are told of James Mitchell, the deaf dumb and blind boy, that we have frequently noticed in deaf children of an imbecile grade, that they do not eat any new thing, without first smelling it and one case, we knew a boy who never began to eat before smelling his food. We are told of James Mitchell that in most cases he satisfies his curiosity by the use of his feeling and smell.

* * *

WINNIPEG NEWS

A deaf gentleman in Winnipeg the other day received a love letter from his friend in Ontario. It was evident that his friend had written two letters at the same time, one to his best girl and the other to his friend in Winnipeg, but that he had put them in the wrong envelopes, hence the unpleasant mistake.

Letter has been sent back to him.—Manitoba (Winnipeg), 1892.

* * *

The Youth's Companion tells about a dog that has been trained to say "Mama" quite distinctly. It is now in order for someone to come forward and claim this as the latest triumph of pure oral teaching and to demand the abolition of a wag of the dog's tail as interfering with his further acquisition of speech.—Minnesota Companion, DMJ, 1892.

Church Directory

Assemblies of God

At the crossroads of America . . .
FIRST ASSEMBLY OF GOD FOR THE DEAF
1175 W. Market St., Akron, Ohio 44313
Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.
Rev. John K. Sederwall, pastor, (216) 836-5530
TTY (216) 836-5531 Voice.

HURTING? God Cares for the Deaf.
BETHEL TEMPLE FOR THE DEAF
of the Assemblies of God
327 S. Smithville Rd., Dayton, Ohio 45403
Sunday School, 9:30 a.m.; Worship Hour, 10:45 a.m.; Gospel Hour, 6:30 p.m.
All services in Total communication.
Rev. Fred E. Gravatt, Pastor
513-253-3119 TTY (Office)
513-254-4709 TTY (Residence)

When in Baltimore, welcome to . . .

DEAF ASSEMBLY OF GOD CHURCH
3302 Harford Road, Baltimore, Md. 21218
Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.
Rev. Bruce E. Brewster, pastor. Phone 467-8041
Jesus said, "I am the way, the truth and
the life."—John 14:6

Baptist

CALVARY BAPTIST CHURCH Renton, Washington

1032 Edmonds Ave., N.E., Renton, Wash. 98055
Pastor, Dr. Sam A. Harvey; Associate Pastor to the Deaf, Fred H. DeBerry. Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

APPLEWOOD BAPTIST CHURCH Denver, Colorado

11200 W. 32nd Ave. Wheat Ridge, Colo. 80033
Rev. Gary Shoemaker, Minister to the Deaf. Separate services in Deaf Chapel at 10:50 a.m. and 7:00 p.m.

Worship With Us

FIRST BAPTIST CHURCH

529 Convention St., Baton Rouge, La. 70821
Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.
Telephone (504) 383-8566 (Voice or TTY)

CALVARY BAPTIST CHURCH

**Corner Cleveland & Osceola, Downtown
Clearwater, Fla.**

Services interpreted for the deaf
9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . .

HILLVIEW BAPTIST CHURCH

7300 Greenly Dr., Oakland, Calif. 94605

Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible & prayer, 7:30 p.m.
Interpreters: Arlo Compher, Shirley Compher
Pastor: James L. Parker, B. S., M. Div., Th. M.
Phone (415) 569-3848 or 635-6397

WEALTHY STREET BAPTIST CHURCH FOR THE DEAF

811 Wealthy Street, S. E., Grand Rapids, Mich.

Rev. Roger Kent Jackson, pastor
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.
Wed.: 7:00 p.m. Prayer & Bible Study
Deaf Missionary Outreaches of our Church:
Christian Captioned Films for the Deaf
Christian Literature for the Deaf
Christian Outreach for the Deaf

BETHLEHEM BAPTIST CHURCH

4601 West Ox Road, Fairfax, Va. 22030

Pastor: B. W. Sanders
703-631-1112
All services interpreted for the deaf.

When in Greater Atlanta, Visit

COLONIAL HILLS BAPTIST CHURCH

2130 Newnan Ave., East Point, Georgia 30344
All services signed for the deaf. Sunday services 11:00 a.m. and 7:00 p.m. Take Highway 166—Main Street Exit. Phone 404-753-7025.

FIRST BAPTIST CHURCH OF LAKWOOD DEAF CHAPEL

5336 Arbor Rd., Long Beach, CA. 90808
John P. Faticci, Pastor to the Deaf
Sunday 9:00 & 10:45 a.m.; Wednesday 7:00 p.m.
Pastor signs and speaks at the same time.
Usually the first Sunday of the month—Communion and worship with the hearing and deaf at 10:45 a.m. at the front of the big church.

THE FIRST BAPTIST CHURCH

217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday School for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended

Visiting The Sarasota, Fla. Area?
Welcome to . . .
SOUTHSIDE BAPTIST CHURCH
2035 Magnolia St.
(Off of the 3200 Block of South Hwy. 41)
Services Interpreted for the Deaf
Sundays at 11:00 A.M. & 7:30 P.M.

When in Indiana's capital . . .
Visit Central Indiana's largest Deaf Department at
INDIANAPOLIS BAPTIST TEMPLE
2635 South East St., Indianapolis, Ind.
Central Indiana's largest Sunday School, located behind K-Mart on South 31
Deaf Chapel Hour 10:00 a.m.; Sunday eve 7:30 p.m. services interpreted.
Dr. Greg Dixon, Pastor
Church office phone (317) 787-3231 (TTY)

When in St. Augustine, Florida, Welcome To
CAVALRY BAPTIST CHURCH
110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m. worship service
Rev. Carl Franklin, pastor

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507

22ND STREET BAPTIST CHURCH
6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702
Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.
Anyone traveling to or through Tucson will find a cordial welcome.

FIRST BAPTIST CHURCH
14200 Golden West St., Westminster, Calif. 92683
Sunday morning Bible study, 9:30 worship, 11:00. Sunday night Christian life studies, 6:00; worship service, 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at
FIRST BAPTIST CHURCH
510 West Main Avenue
Knoxville, Tennessee 37902
Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.

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IMMANUEL BAPTIST CHURCH
16th and Hickory, Pine Bluff, Ark.
"In the heart of Pine Bluff for the hearts of people!"
You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesdays services, 7:00.
Mrs. Leroy Spillyards, Interpreter
Anton C. Uth, Pastor

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.
6200 Riverdale, Riverdale, Md.
Sunday School 9:45 a.m.; Deaf Chapel Hour, 11:00 a.m. All other services interpreted.
Dr. Herbert Fitzpatrick, Pastor
Church office phone 277-8850

COLUMBIA BAPTIST CHURCH
103 West Columbia Street
Falls Church, Virginia 22046

The Deaf Department invites you to attend Sunday School at 9:45 a.m. Worship services at 11:00 a.m. and 7:30 p.m. interpreted for the deaf.

TABERNACLE BAPTIST CHURCH
Derry Rd., Rte. 102, Hudson, N. H. 03051
Pastor: Arlo Elam
Interpreters: Frank and Carol Robertson
603-883-4850 TTY or voice
All services interpreted for deaf. Sunday: Bible Study at 9:45 a.m.; worship at 11:00 a.m. and 6:00 p.m. Wednesday: Evening service 7:00 p.m.

Catholic

Roman Catholic
Immaculate Conception Parish
177 S. York Rd., Elmhurst, Ill. 60126
Contact: Deacon Jim Monahan,
TTY 815-727-6411
All welcome to signed Mass Service at 9:00 a.m., 2nd and 4th Sundays, September through June.

MARCH, 1979

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FOR THE DEAF
Archdiocese of Washington, D.C.
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Phone: Voice or TTY 301-459-7464 (or 65)
Mass every Sunday 11:30 a.m.
Fr. Jay Krouse, Director
Mrs. Jan Daly, Director of Rel. Ed.

NEW ORLEANS CATHOLIC DEAF CENTER
721 St. Ferdinand St., New Orleans, La. 70117
(504) 949-4413 24-Hour Answering Service
Office: Monday through Friday, 8:30 to 4:30
Movie: Friday 7:30 to midnight (Hall)
Mass Saturday, 7 p.m., at St. Gerard Parish for the Hearing Impaired, followed by social.
Socials: Saturday, 8 p.m. to midnight (Hall)
Hall: 2824 Dauphine Street, Phone (504) 943-7888.
24-Hour Educational Service (504) 945-4121
24-Hour TTY News Service (504) 945-7020
Rev. Paul H. Desrosiers

INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario, M4K 3N9 Canada
Moderator, Rev. B. Dwyer
Mass each Sunday, 1:00 p.m.; religious instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER
8245 Fisher, Warren, Mich. 48089
TTY (313) 758-0710
Moderators: Rev. Gary Bueche
Sister Dolores Beere, MSHS
Mass every Sunday at noon

ST. BERNARD'S CHURCH
2500 W. Avenue 33, Los Angeles, CA 90065.
Masses are celebrated every Sunday at 11:00 a.m. in the sign language. Socials immediately follow in the hall.

ST. ANTHONY'S CHURCH
Maywood Way and "C" St., Oxnard, CA 93034.
Mass is celebrated each third Sunday of the month at 2:30 p.m. in the sign language.

ST. BARNABAS' MISSION TO THE DEAF
at St. John's Church, Norwood Parish
6701 Wisconsin Ave., Chevy Chase, MD 20015
Services every Sunday, 10 a.m. For information, write or call Barbara Stevens, 10317 Royal Rd., Silver Spring, MD 20903, TTY (home) 301-439-3856, (office) 202-447-0560.

Church of Christ

ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424
Signed Bible Classes and Worship Services
Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services-Sunday 10:30 a.m. and 6:00 p.m.

FAITH CHURCH
A United Church of Christ
23W371 Armistice Ave., Glen Ellyn, Ill. 60137
Service at 10:30 each Sunday
Minister: Rev. Gerald W. Rees

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST
2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

ECHO MEADOWS CHURCH OF CHRIST
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Three Hearing Interpreters
Funerals, weddings, counseling, Minister available for services in your town. Deaf chapel separate from hearing. Minister available to help you.

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When in Rockford, Illinois, welcome to
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ALL SAINT'S MISSION FOR THE DEAF
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In Los Angeles area, worship at . . .
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Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity
Worship, 11:00; Evening Service, 7:00.

Episcopal

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Each 2nd and 4th Sunday
2:00 p.m.

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Wm. R. Newby, AHC

ST. AGNES' MISSION FOR THE DEAF
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Cleveland, Ohio
Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES

Welcomes you to worship with us at any of our 75 churches across the nation.
For information or location of the church nearest you, consult your telephone directory or write to:

Robert Cunningham
Executive Secretary
556 Zinnia Lane
Birmingham, Alabama 35215

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Second Sunday each month, 7:00 p.m. at the Episcopal Church of Saint Mark the Evangelist.
1750 East Oakland Park Boulevard
Fort Lauderdale, Florida 33334
The Reverend Charles Folsom-Jones, Pastor
TTY 305-563-4508

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1160 Lincoln St., Denver, Colorado
Tel. 534-8678
Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday night, 7:30 p.m.
All Souls Guild socials fourth Friday night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf in the United States
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Episcopal

426 West End Ave., near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Columba Gilliss, OSH
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New York, N. Y. 10024

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The Rev. Roger Pickering, Vicar
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THE DEAF AMERICAN — 41

When in Rochester, N. Y., welcome to
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OF THE DEAF**
St. Mark's & St. John's Episcopal Church
1245 Culver Road (South of Empire Blvd.)
Rochester, New York 14609
Services 9 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

Lutheran

OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the
Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
Worship at 10:30 every Sunday
(9:00 a.m., June, July, August)
Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

When in Minneapolis, welcome to **BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF**

2901 38th Avenue South
Minneapolis, Minnesota 55406
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .
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2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday: Bible Class, 9:15 a.m.; Worship
Service, 10:30 a.m. (interpreted).
Stanley Quebe, pastor; Clarence Eisberg, as-
sociate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
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OF THE DEAF**
421 W. 145 St., N. Y., N. Y. 10031
Sun. worship 2 p.m.—June-Aug. 1 p.m.
Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepp, Jr., pastor
Home Phone (914) 375-0599

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OF THE DEAF**
41-01 75th St., Elmhurst (Queens), N.Y. 11373
11:00 a.m. Sunday Worship (10:00 a.m.
June-July-Aug.)
Rev. Frederick Anson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

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Worship with Us every Sunday at 10:30 A.M.
Total Communication Services.
Pastor Marlow J. Olson
TTY & Voice (317)283-2623

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Worship every Sunday at 9:30 a.m.
One block north of Stark on 47th
503-256-9598, Voice or TTY
Rev. Shirrel Petzoldt, Pastor

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OF THE DEAF**
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Worship every Sunday, 11:00 a.m.
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .
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FOR THE DEAF**
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Worship every Sunday, 10:30 a.m.
TTY (314) 725-8349
Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF**
205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Wm. Lange, pastor
TTY 644-2365, 644-9804
Home 724-4097

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2447 East Bay Drive, Clearwater, Florida
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A church of the deaf, by the deaf, for the
deaf. Our services are conducted in sign lan-
guage by the pastors. Services 1st Sunday, 2:00
p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—
531-2761.
Rev. Frank Wagenknecht, pastor; Rev. Gary
Bomberger, associate

DEAF ZION LUTHERAN CHURCH

15000 N.W. 27th Ave., Miami, Florida 33504
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

Every Sunday:
Bible Class 10:00 A.M.
Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

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(Bus No. 27 to B. Pkwy., 3 bl. West)
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Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

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679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.
ST. GEORGE'S MISSION FOR THE DEAF

74 Federal St., New London, Conn.
Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF

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Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.
The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

United Methodist

CAMERON UNITED METHODIST CHURCH OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

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2100 Kentucky Ave., Fort Wayne, Ind. 46805
Sunday School, 9:30 a.m.; church service,
11:00 a.m.
Tuesday evenings, captioned movies
Pastor Edward Vaught
484-6696 (TTY and voice)

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worship at

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7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF

657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
7:30 p.m.
When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF

3144 Kaunaoa Street, Honolulu, Hawaii 96815
Sunday School 9:15 a.m.; Worship 10:30 a.m.
Wed. Bible Study and Fri. Fellowship 7:00 p.m.
Children's weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to

CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m.
and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckeba, pastor
Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and
Norrella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)

Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF

(Non-Denominational)

Meets in First Christian Church building
each Sunday.

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Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 60435

Contact: Deacon Jim Monahan,
TTY 815-727-6411

All in Joliet area welcome to signed Mass
Service at 10:45 a.m., 3rd Sunday, September
through June.

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF

121 South 8th St., Allentown, Pa. 18101

Services held every fourth Sunday of the
month except July and August at 3:00 p.m.
An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

1050 S. Hill St., Los Angeles, Calif. 90015
Sunday worship services,
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Free Methodist Church, 4455 Silverton Road
(enter off 45th).

Salem, Oregon 97303

Pastor William M. Erickson, Director
Voice/MCM (503) 581-1874

Sunday School 9:45 a.m.; worship 11:00 a.m.
We are a cooperative ministry for the deaf
by the churches of Salem. We welcome you
to study, worship and fellowship with us.

AMERICAN MISSIONS TO THE DEAF, INC.

Rev. C. Ray Roush, Chairman
P. O. Box 424, State Line, Pa. 17263

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New York, N.Y. 10001

212-242-1212

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Everyone is, naturally, welcome.

MARCH, 1979

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AKRON CLUB OF THE DEAF
1467 East Market St., Akron, Ohio 44305
 "A friendly place to congregate"
 Open Tues. & Thurs., 6 p.m.-11:30 p.m.; Fri.,
 6 p.m.-11:30 p.m.; Sat., 6 p.m.-1:30 a.m.; Sun.,
 6 p.m.-11:30 p.m.

In Atlanta, it's the
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 612 McCully Street, Honolulu, Hawaii 96814
 2nd Saturday of each month, 7:30 p.m.
 Address all mail to:
 Mrs. Norma L. Williams, secretary
 727 Palani Avenue, Apt. No. 6
 Honolulu, Hawaii 96816

When in Houston, you are welcome
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HOUSTON ASSOCIATION OF THE
DEAF, INC.

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 Open Friday and Saturday evenings

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 Nelson C. Boyer, secretary

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 Mailing address: 405 Robert Ave., Rockford,
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MARCH, 1979

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 come and see us.

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OF THE DEAF
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THE TAMPA CLUB OF THE DEAF
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 Open every 2nd Friday night.

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 (Since 1914)
 Meets at 1223 S. Vermont Ave., Los Angeles,
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Third Thursday of each month, 10:00 a.m.
 Augusta Lorenz, corresponding secretary
 7812 Borson St., Downey, Calif. 90242

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MEMORIAL HALL

1824 Marshall Ave., St. Paul, Minn. 55104
 The nation's finest social club for the deaf
 Established 1916

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Community Hall, 4851 S. Tacoma Way
 Tacoma, Washington

Every 4th week of month. Social every other
 month from February. Meetings every other
 month from January.
 Dorothy Hopey, Secretary

When in York, Pa., welcome to
THE YORK ASSOCIATION OF
THE DEAF, INC.

208 N. George St. York, Pa. 17401
 Open Wed., Fri., Sat. evenings
 Socials on 2nd and 4th Saturdays
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 Business meeting on 2nd Friday of month
 Samuel D. Shultz, Secretary

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 Open noon to midnight
 Thurs., Fri., Sat., Sun., holidays
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National Conference of Synagogue Youth
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MIAMI ASSOCIATION OF THE DEAF
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Open first and third Saturday of
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 Secretary: Eleanor Struble

National Congress of Jewish Deaf

Alvin Klugman, President
 3023 Oakhurst Avenue
 Los Angeles, California 90034

Kenneth Rothschild, Secretary-Treasurer
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 Sloaburg, New York 10974

Alexander Fleischman, Executive Director
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 August 17-24

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